

DOCUMENT RESUME

ED 256 896

CE 041 402

AUTHOR Perona, Gerald; Fowler-Hill, Sandra
TITLE A Model for the Educational Component of the JTPA Dislocated Worker Project. Reemployment, Education Assistance Program (REAP).
INSTITUTION Gateway Technical Inst., Kenosha, Wis.
SPONS AGENCY Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE Jun 85
NOTE 133p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Education; Behavioral Objectives; Career Counseling; *Career Education; Classroom Techniques; Course Content; Course Descriptions; Demonstration Programs; *Dislocated Workers; Employment Potential; *Employment Services; Guidelines; Instructional Materials; *Job Search Methods; Job Skills; Job Training; Learning Activities; Learning Modules; Lesson Plans; Media Selection; Models; Recordkeeping; Resources; *Retraining; Worksheets
IDENTIFIERS Dislocated Worker Project; Job Club; *Job Training Partnership Act 1982; *Reemployment Education Assistance Program

ABSTRACT

This curriculum guide is intended to serve as a model for the educational component of a Job Training Partnership Act (JTPA) reemployment training program for dislocated workers. The first section consists of a profile of the Dislocated Worker Project curriculum and an institutional data sheet. Included in the next section are an introduction to course instructors, an explanation of the Reemployment, Education Assistance Program (REAP) Dislocated Worker Program, guidelines for implementing attendance procedures, a REAP application form, and an introductory student guide sheet. Planning and management worksheets on the following topics are provided: program goals, program content, course tasks, course objectives, educational media, instructional materials, resource persons, available resources on dislocated workers, and student progress records. The remaining two-thirds of the guide consists of instructional units dealing with becoming oriented to the program, developing strategies for immediate reemployment and training, and mastering strategies for education. Each unit contains some or all of the following: a task statement; prerequisites and estimated times; an introduction; a unit outline; and a series of learning modules, each of which contains instructor guidelines, a module overview, and a study guide. Appended to the guide is a description of the job qualifications and duties of a job club specialist. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED256896

A MODEL FOR THE EDUCATIONAL COMPONENT OF THE
JTPA DISLOCATED WORKER PROJECT
Reemployment, Education Assistance Program (REAP)

The Dislocated Worker Project and this curriculum model were funded by the Job Training Partnership Act, Title III, 1984-85.

The curriculum was developed at Gateway Technical Institute, Kenosha, Wisconsin by:

Gerald Perona
Sandra Fowler-Hill

Curriculum Developer
Instructor

June 1985

ACKNOWLEDGEMENTS

This curriculum model was developed as a federal project under JTPA with the consultation and assistance of the following persons from the Wisconsin Board of Vocational, Technical and Adult Education:

James A. Urness
Fran Johnson
Louis Chinnaswamy

Chief Supervisor, JTPA
Education Specialist, JTPA
Curriculum Consultant

Gratitude is extended to Gateway Technical Institute and Wisconsin Job Service personnel for their support in the project.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Dr. John Birkholz, District Director
Gateway Technical Institute

Don Hogan, Grants & Contracts Specialist
Research, Planning & Evaluation Services
Gateway Technical Institute

Colette Zukowski, Coordinator
Student Services - Kenosha County
Gateway Technical Institute

Gene Sterr, Lead Worker JTPA
Kenosha Wisconsin Job Service

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J R Birkholz

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Gateway Technical Institute
3520 30 Avenue
Kenosha, WI 53141

Wisconsin Board of Vocational,
Technical and Adult Education
310 Price Place
Madison, WI 53707

CE 04/1403

TABLE OF CONTENTS

	Page
GENERAL INFORMATION	
Introduction	1
Curriculum Components	2
Institutional Data	5
INSTRUCTOR'S GUIDE & STUDENT GUIDE	
Instructor's Guide: Introduction	8
Explanation of REAP Dislocated Worker Program	11
Attendance Procedures	13
REAP Application Form	14
Student Guides	19
PLANNING AND MANAGEMENT WORKSHEETS	
Program Goal List	21
Program Content Outline	22
Course Task List	23
Course Objectives List	25
Media List	31
Materials List	33
Resource Persons	34
Bibliography on Dislocated Workers	35
Student Progress Record	37
INSTRUCTIONAL MATERIALS	
Unit I: Orientation to the Program	38
Unit II: Strategies for Immediate Reemployment and Training	75
Unit III: Strategies for Education	106
Appendix	123

**A Module for the Educational Component of the Dislocated
Worker Project: Reemployment, Education Assistance Program**

REAP

Section 1: General Information

Dislocated Worker Project - General Information

INTRODUCTION

The Dislocated Worker Program is a demonstration project designed for recently laid off workers to become reemployed. Wisconsin Job Service, VTAE districts, and the private sector have joined together to provide educational training and career options for the dislocated workers who face severe barriers to reemployment because of technological change, international trade, or other factors resulting in unemployment.

The program is designed to provide reemployment services to dislocated workers. The project includes training program entry activities including an orientation, remedial education, degree classes, and customized training; employment training; placement related training including Job Club and Job Search workshops; employer linked training including on-the-job training, and case follow-up.

The goal of the program is to identify participants most likely to experience difficulty in finding new employment, assess their skills, provide training, and reorient them to other employment.

Classroom, small group, and individual conferences are used to provide a positive learning environment for motivated dislocated workers to reenter the labor market.

All commercially published materials included in this manual are provided for illustrative purposes only. No rights to

duplicate have been obtained from the publishers, nor are extended to the reader. It is understood that such materials will be purchased from the publishers for use by instructors and students in the classroom.

Developers: Gerald Perona
Sandra Fowler-Hill

TITLE-Program: Dislocated Worker Project Number: _____

Course: _____ Number: _____

Unit: _____ Number: _____

Task/Module: _____ Number: _____

In this project participants will become familiar with options available for retraining and education, develop a support system, utilize existing support system and family to cope with with stress, and develop an action plan with a job counselor. The course will include an orientation session and educational and career assessment. The student will become familiar with the job market and relocation. The student will either gain additional training or learn to fill out job applications, and write a resume, participate in a simulated job interview. Classroom work will include lectures, discussion, exercises, role playing, and evaluation.

One (1) week orientation/two (2) weeks Job Club/six (6) weeks to two (2) years educational training, including OJT

Dislocated Worker Project - General Information

CURRICULUM COMPONENTS

This set of curriculum materials contains the following components:

1. General Information

A. Table of Contents.....	X
B. Introduction.....	X
C. Curriculum Profile.....	X
D. Institutional Data Sheet.....	X

2. Instructor's Guide and Student Guide

A. Instructor's Guide.....	X
B. Student Guide.....	X

3. Planning and Management Worksheets

A. Job Description(s).....	
B. Job Mobility Chart.....	
C. Occupational Analysis Chart.....	
D. Task Performance Guide.....	
E. Task Rating Form.....	
F. Program Goal List.....	X
G. Program Task List.....	X
H. Program Content Outline.....	X
I. Program Blocking Worksheet.....	
J. Program Course List.....	
K. Course Description(s).....	
L. Course Task List.....	X
M. Course Content Outline.....	
N. Course Objective List.....	X
O. Objective-Based Student Evaluations.....	
01. Oral/Verbal.....	
02. Computer-Based.....	
03. Paper-Pencil.....	
04. Performance Checklist.....	
05. Product Checklist.....	
06. Performance/Product Checklist.....	
P. Evaluation Answer Keys.....	
Q. List of Student Evaluations.....	
R. Resource List.....	X
R1. Media List.....	X
R2. Equipment List.....	
R3. Materials/Supplies List.....	X
R4. Resource Persons and Organizations List.....	X
R5. Bibliography.....	X
S. Student Progress Records.....	X

Dislocated Worker Project - General Information

T. Evaluation of Course.....
U. Learning Contract.....
V. _____
W. _____

4. Instructional Materials

A. Instructional Modules..... X
 A1. Module Title Sheets..... X
 A2. Module Overview..... X
 A3. Module Study Guide..... X
B. Information Sheets..... X
C. Assignment Sheets..... X
D. Project Sheets.....
E. Job Sheets.....
F. Procedure Sheets.....
G. Lab Experiments.....
H. Worksheets..... X
I. Practice Exercises.....
J. Review Exercises.....
K. Self-Evaluations.....
L. Self-Progress Reviews.....
M. Occupational Vocabulary List.....
N. Note Taking Guide Sheets.....
O. Professional Reading Sheets.....
P. Field Trip Guides.....
Q. Augmentation Units.....
R. Quest Experiences.....
S. Textbook/Learning Manual (locally produced).....
T. Bibliography.....
U. _____

5. Appendix Job Club Specialist Job Description..... X

Dislocated Worker Project - General Information

INSTITUTIONAL DATA SHEET
Reemployment, Education Assistance Program (REAP)

Project Title: Dislocated Worker Project

Curriculum Responsibility

Coordinator: Project Director

Counselor: Job Service Lead Worker and Wo/Men's Bureau Staff

Instructor: Job Service Lead Worker, Job Club Specialist,
Wo/Men's Bureau Counselors

Special Student Requirements

TEXT(S) None required.

TOOLS/EQUIPMENT/MATERIALS None required.

PREREQUISITES Participant must meet Dislocated Worker-
eligibility requirements.

Course Offering Data

At this time the Dislocated Worker Project Orientation and Job Club are not available for credit. Students may qualify and apply for specific programs and courses available from the local VTAE district.

Dislocated Worker Project - General Information

CHECKLIST FOR BIAS-FREE CURRICULUM MATERIALS

- | | | | |
|---|------------------------|-----------|-----------------------------------|
| 1. Pictures of both men and women are cluster depicted. | <u>Yes</u> | <u>No</u> | <u>X</u>
<u>No</u>
Pictures |
| 2. Pictures depict men and women in professionally and socially comparable roles. | <u>Yes</u> | <u>No</u> | <u>X</u>
<u>No</u>
Pictures |
| 3. Curriculum is free of gender-specific language. | <u>X</u>
<u>Yes</u> | <u>No</u> | <u>Not</u>
Applicable |
| 4. Both women and men are depicted in parenting roles. (if applicable) | <u>X</u>
<u>Yes</u> | <u>No</u> | <u>Not</u>
Applicable |
| 5. Publication is free of demeaning or pejorative synonyms for women such as "girls," "gals," "ladies." | <u>X</u>
<u>Yes</u> | <u>No</u> | <u>Not</u>
Applicable |
| 6. Publication is free of nonparallel titles for women and men. (e.g., Mr. Smith and his secretary, Ellen) | <u>X</u>
<u>Yes</u> | <u>No</u> | <u>Not</u>
Applicable |
| 7. Pictures of minority students depict them in comparable professional and social roles with majority group members. | <u>Yes</u> | <u>No</u> | <u>X</u>
<u>No</u>
Pictures |
| 8. Publication is free of colloquial or unacceptable terminology for minority group members. (e.g., Negroes, Indians, etc.) | <u>X</u>
<u>Yes</u> | <u>No</u> | <u>Not</u>
Applicable |

**A Model for the Educational Component of the Dislocated
Worker Project: Reemployment, Education Assistance Program**

REAP

Section 2: Instructor Guide and Student Guide

Dislocated Worker Project Educational Component

INSTRUCTOR'S GUIDE

- I. Introduction
- II. Organization of REAP Dislocated Worker Project
- III. Attendance Record Format
- IV. Reemployment Plan
- V. Application for Enrollment

Dislocated Worker Project Educational Component

INSTRUCTOR GUIDE

Introduction

The purpose of this program is to develop an employment and training system for the dislocated worker.

The program has developed a carefully designed sequence of activities to serve a variety of needs of the dislocated worker. The activities are supported by effective and efficient interventions which include:

1. Persuading laid off workers of their need for reemployment services.
2. Screening out the unmotivated dislocated worker.
3. Assessing their prospects and introducing a range of potential assistance mechanisms to reenter the labor market.

The chart, which follows this introduction, illustrates the sequence of activities that participants follow. The program consists of an orientation consisting of modules on realities of the labor market, stress management, family support, academic assessment, career and skills assessment, and supportive services, which can be combined to provide the dislocated worker with information and skills to develop a reemployment plan. Students can then choose to pursue the following:

1. On-the-job training
2. Specialized training
3. Job Club
4. Relocation

Through the local VTAE district, they can choose the following:

1. Career Counseling
2. Adult Education/Adult High School
3. "High Demand" Diploma or Degree Programs
4. Advanced Standing/Life Work Evaluation
5. Continuing Education/Alternative Delivery Program

Dislocated Worker Project Educational Component

INSTRUCTOR GUIDE (continued)

This curriculum guide has been developed following the WISCOM model. However, because of the nature of the Dislocated Worker Program, some variations in the format were necessary. "Units" have been identified instead of "courses." For each unit, the required tasks have been specified. Only those tasks included in Unit I: Orientation to the Program are required of all participants. The remaining units and their respective tasks are selective, dependent upon the reemployment strategy selected by the participant in the program.

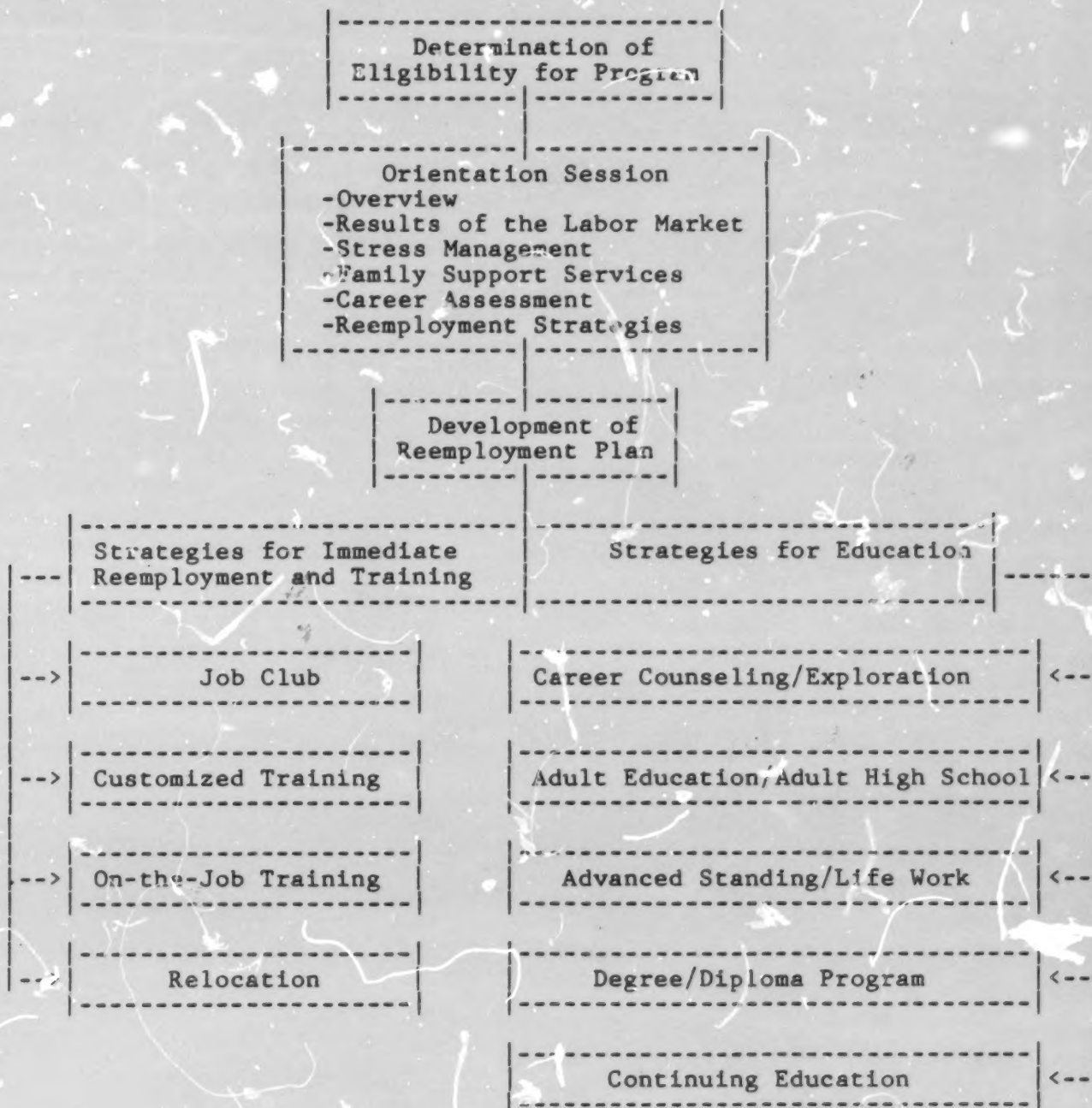
In the various options offered, through the REAP program, much of the success of the participants is dependent upon one-to-one counseling and planning by the instructor and cooperating agencies. No detailed plan for counseling activities is included in the guide, only the broad objectives. Furthermore, successful completion which results in reemployment could involve a participant in a variety of job training or educational programs. Again, no curriculum guide has been developed for these programs, but the broad goals and objectives of each have been included.

Instructors should note that in addition to this instructor guide, instructor guides have been prepared for each module in Unit I. It is the hope that these will facilitate implementation of each module.

Finally, this is a suggested guide. Variations in REAP grants and local Wisconsin Job Service operations must be taken into account when utilizing this program.

Dislocated Worker Project Educational Component

DIAGRAM OF REAP DISLOCATED WORKER PROGRAM ACTIVITIES



Dislocated Worker Project Educational Component

EXPLANATION OF DISLOCATED WORKER PROGRAM DIAGRAM

The diagram describes the individualized approach to the Dislocated Worker Project. The orientation and support services are attended by each participant. This part of the project is provided by a team of speakers from Job Service and the local VTAE district.

After the orientation is presented, the project personnel meet individually with each participant to develop a "Reemployability Plan." Depending on the number of options available (each option has a limited number of slots) and the participants' assessment, a mutually agreed upon plan is developed. Students choose and begin at least one strategy to lead to employment.

This orientation can be implemented with any size group. However, it is recommended that groups consist of no more than 15 participants in order for small group discussion and mutual support can be enhanced.

Handouts for each topic are provided in the Instructional Materials Section. Optional resources will be listed.

Dislocated Worker Project - Educational Component

Attendance Record Format

VTAE district employees must distribute for each orientation. Record attendance on attached form.

Reemployment Plan

Explanation:

Each participant will meet with a project staff person at least one hour to develop a Reemployment Plan. This interview will take into consideration the individual's personal skills and life goals, career assessment tests, academic achievement tests, and the realities of the labor market.

After the interview, a definite plan will be implemented to move to Employability Strategies or Training and Education Strategies.

Dislocated Worker Project Educational Component

DISLOCATED WORKERS PROGRAM
ATTENDANCE RECORD FORM

Attendance Form

NAME	SS #	SESSION DATES					EMPLOYABILITY PLAN APPROVAL
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							

APPLICATION FOR ENROLLMENT

Last Name, First Name, Middle Initial

Social Security Number

Today's Date

Present Address (include City, State & Zip Code)

Telephone Number

Previous Address (include City, State & Zip Code)

Do you have any physical, medical or mental impairments which, in your opinion, prevent or interfere with your performing certain kinds of work?

No

Yes

Describe

S. Military Service

No

Yes

Branch

Date from

Date to

Rank

Current Reserve or Draft Status

Education

	Location	Date From	To	Graduate Yes	No	Degree Certif
High School						
College						
Vocational						
Business/Trade						
Military						
Other						

Additional Background Information

YES

NO

Have you been convicted of any offenses other than minor traffic violations?.....

Are you color blind?.....

Do you have a current driver's license? If so, #.....

Has your driver's license ever been suspended or revoked?.....

Are you an epileptic?.....

Do you or have you had dizzy or fainting spells?.....

Do you have a fear of heights?.....

Do you have or have you had in the past any back, knee, or other health problems?.....

Please explain.....

Are you willing to relocate for employment?.....

Are you bondable?.....

Please indicate your Boot Size

BEST COPY AVAILABLE

List all present and past employment starting with the most recent.

Firm	Telephone Number	Employed From	To	Salary	Starting	At Termination
Address (Include City, State & Zip Code)		Position		Starting		At Termination
Supervisor or Dept. Mgr.		Reason for Leaving				
Describe job duties						

Firm	Telephone Number	Employed From	To	Salary	Starting	At Termination
Address (Include City, State & Zip Code)		Position		Starting		At Termination
Supervisor or Dept. Mgr.		Reason for Leaving				
Describe job duties						

Firm	Telephone Number	Employed From	To	Salary	Starting	At Termination
Address (Include City, State & Zip Code)		Position		Starting		At Termination
Supervisor or Dept. Mgr.		Reason for Leaving				
Describe job duties						

Any information which you feel might favorably affect consideration of your application (special qualifications, interests, ambitions, professional licenses, licensing authority and license expiration date).

I certify that the statements which I have made in this application are true and that I have read, understand and agree to all the provisions contained in this application. I understand that any misrepresentation in this application or violation of any of the provisions contained herein may be sufficient cause for disqualification or immediate dismissal.

Signed

Please do not write below this line

FOR OFFICE USE ONLY

BEST COPY AVAILABLE

REMARKS:

Interest/Activities:

Jog___ Lift weights___ Read___ Games___ Watch t.v. ___ Fish/Hunt___
Participate in sports___ Watch sports___ Musical instrument___
Other_____

Maturity:

Knowledge of Cable	Little___	A Lot___	Nothing___
Knowledge of Program	Little___	A Lot___	Nothing___
Researched Cable	Little___	A Lot___	Nothing___

Which would be most important?

___ Freedom from supervision
___ Pay
___ Job security

What would be the lowest rate of pay expected or you would be willing to accept? \$_____

Communication:

___ Quiet, not very willing to open up
___ Talkative, rambling on
___ Verbal, willing to express self
___ Honest, open and confident
___ Withdrawn, negative

Goals:

___ Has made some evaluations and plans
___ Has made no determinations and no idea of future plans
___ School

Relocation? Yes___ No___

If yes, what terms would you be willing to relocate?

___ Area (City/State) would make a difference
___ Financial assistance in relocating
___ Rate of pay
___ Type of job (Construction, sub-contract, in-house)

Responsibilities: Family? Yes___ No___
Children___
Parents___
Other ties___

Appearance: Good Fair Needs improvement

Concerns: _____

Personality: Pleasant Callous Frivolous

 Aggressive

Concerns: _____

What immediate plans or arrangements would you have to make, if selected, to start this program?

1. Child care
2. Transportation
3. Part-time work
4. School arrangements (evening/day classes)
5. None
6. Other _____

BEST COPY AVAILABLE

Dislocated Worker Project Educational Component

STUDENT GUIDE

I. Introduction

II. Attendance Format

III. Evaluation of the Program

Dislocated Worker Project Educational Component

STUDENT GUIDE

Introduction

The focus of the Dislocated Worker Program is designed to assist and persuade recently laid off workers to assess skills, interests, and abilities and develop a realistic occupational and/or vocational goal.

Your success in the program will depend upon your:

1. Level of motivation.
2. Willingness to adjust attitudes and beliefs toward the world of work.
3. willingness to commit to a realistic and obtainable goal.

Job Service and your local VTAE district, in conjunction with the private sector, have pledged total support in developing a wide range of strategies to overcome your challenges for reemployment.

This program is individualized to meet your personal needs as well as providing a group setting for sharing and support. The goal of the program is to assist you in developing a plan for reemployment.

This plan will indicate the success of the project. Unless you express your needs and are willing to explore all options available to you, then reemployment will be a difficult goal to achieve.

Attendance

Attendance at every session of the orientation is required. There is no opportunity to repeat or make up sessions. You are expected to be on time. If transportation, parking or child care is a problem, discuss it with your instructor so that arrangements can be made.

Evaluation of the Program

You are encouraged to provide a written statement to the Project Coordinator after completing the project.

Write a brief statement explaining what has happened or changed for you as a result of participating in the Dislocated Worker Program. This may be change in: (1) how you see yourself, (2) how you evaluate your skills, (3) what you plan to do. Writing skills are not the

Dislocated Worker Project Educational Component

issue here. We want to know what happened. Tell us in any way that seems comfortable to you.

**A Model for the Educational Component of the Dislocated
Worker Project: Reemployment, Education Assistance Program**

REAP

Section 3: Planning and Management Materials

Dislocated Worker Project - Planning and Management

PROGRAM GOAL LIST

1. Provide qualified participants with the opportunity to develop strategies for coping with unemployment including the development of a plan for reemployment.
2. Provide assistance in obtaining immediate reemployment or reemployment skill training through relocation, job seeking seminars, on-the-job training and other related job training programs.
3. Assist participants to identify, formulate, and pursue an educational plan leading to reemployment.

Dislocated Worker Project - Planning and Management

PROGRAM CONTENT OUTLINE

Unit I -- Orientation to the Program

- Module 1 -- Overview of program
- Module 2 -- Realities of the Labor Market
- Module 3 -- Stress Management
- Module 4 -- Family Support
- Module 5 -- Career Assessment
- Module 6 -- Reemployment Strategies

Unit II -- Strategies for Immediate Reemployment and Training

- Module 1 -- Job Club
- Module 2 -- Specialized Training
- Module 3 -- On-the-Job Training
- Module 4 -- Relocation

Unit III - Strategies for Education

- Module 1 -- Career Awareness and Counseling
- Module 2 -- Adult Education/Adult High School
- Module 3 -- "High Demand" Diploma and Degree Programs
- Module 4 -- Advanced Standing/Life Work Evaluation
- Module 5 -- Continuing Education/Alternative Delivery Programs

Dislocated Worker Project - Planning and Management

COURSE TASK LIST

UNIT I: Orientation to the Program

<u>Task No.</u>	<u>Task</u>
1	Describe in brief the Dislocated Worker Program and give detailed description of project offerings.
2	Describe the realities of the labor market.
3	Describe what stress is and how to establish healthy stress management techniques.
4	Describe the impact of unemployment on family members and the agencies available to provide assistance.
5	Develop an individualized career plan.
6	Identify and select a reemployment, education assistance plan appropriate to career goals.

UNIT II: Strategies for Immediate Reemployment

<u>Task No.</u>	<u>Task</u>
1	Apply job seeking skills attained through Job Club to the job search.
2	Acquire technical skills needed to perform a specific job by participation in a customized training program.
3	Acquire new occupational skills through participation in on-the-job training.
4	Secure suitable long-term employment by relocating to another labor market area.

Dislocated Worker Project - Planning and Management

UNIT III: Strategies for Education and Training

<u>Task No.</u>	<u>Task</u>
1	Assess skills, interests, and values to gain a more detailed understanding of the world of work and to make career choices.
2	Acquire basic math and English language skills or a high school diploma by completing an Adult Education or Adult High School program.
3	Select and complete a high demand Associate Degree or Diploma program.
4	Apply for academic credit for life/work experience.
5	Expand or update occupational skills by completing a continuing education course(s).

Dislocated Worker Project - Planning and Management

COURSE OBJECTIVES LIST

UNIT I

Orientation to the Program

TASK 1 Describe, in brief, the Dislocated Workers Program and give description of project offerings.

Objective 1.1 Explain the objectives of the Dislocated Worker Project.

Objective 1.2 Describe participant rights and responsibilities.

TASK 2 Describe the realities of the labor market.

Objective 2.1 Describe national employment, social and occupational trends.

Objective 2.2 Describe current employment trends in the local area.

Objective 2.3 Explain the myths of employment and unemployment.

TASK 3 Identify stressful activities and establish healthy stress management techniques.

Objective 3.1 Identify personal activities engaged in since layoff that may produce stress.

Objective 3.2 Evaluate each activity as a potential stress reducer.

Objective 3.3 Identify positive options for coping with stress.

Objective 3.4 Practice stress reducing activities.

TASK 4 Describe the impact of unemployment on family members and the availability of agencies to provide assistance.

Objective 4.1 Describe the impact of unemployment on one's family.

Objective 4.2 Identify financial, emotional, and health needs.

Objective 4.3 Describe practical economic survival techniques or methods.

Objective 4.4 Identify local agencies and services available to the unemployed.

Dislocated Worker Project - Planning and Management

Course Objectives List (continued)

TASK 5 Develop an individualized career plan.

- Objective 5.1 Identify skills, abilities, and interests through appropriate occupational inventories or tests.
- Objective 5.2 Locate occupational information about selected career.
- Objective 5.3 Identify possible training options necessary to prepare for selected career.

TASK 6 Identify and select a reemployment, education assistance plan appropriate to career goals

- Objective 6.1 Describe the purpose of Job Club and the skills it provides for reemployment.
- Objective 6.2 Describe "customized training" and how it may assist with reemployment.
- Objective 6.3 Describe "on-the-job" training and how it may assist with reemployment.
- Objective 6.4 Describe basic skill training and development and how it may assist with reemployment.
- Objective 6.5 Describe the types of vocational associate degree and other types of educational programs that are available locally.
- Objective 6.6 Describe the requirements for relocation for employment.
- Objective 6.7 Select appropriate reemployment strategy.

Dislocated Worker Project - Planning and Management

COURSE OBJECTIVES LIST

UNIT II

Strategies for Immediate Reemployment and Training

Task 1: Apply job seeking skills attained through Job Club to the job search.

- Objective 1.1 Identify some of the things employers look for during the employment interview.
- Objective 1.2 Complete a job application and develop a resume.
- Objective 1.3 Write effective cover letters, replies and thank you letters.
- Objective 1.4 Make telephone calls to potential employers to arrange for interviews.
- Objective 1.5 Use effective employment interviewing techniques.

Task 2: Acquire technical skills needed to perform a specific job by participation in a customized training program.

- Objective 2.1 Identify a specific job skill required by an employer.
- Objective 2.2 Select appropriate customized training program.
- Objective 2.3 Complete a customized training program.

Task 3: Acquire new occupational skills through participation in on-the-job training.

- Objective 3.1 Identify new occupational skill that can be acquired through on-the-job training.
- Objective 3.2 Select appropriate on-the-job- training site.
- Objective 3.3 Complete on-the-job training requirements.

Dislocated Worker Project - Planning and Management

Course Objectives List (continued)

Task 4: Secure suitable long-term reemployment by relocating to another labor market area.

Objective 4.1 Obtain suitable employment in another labor market area.

Objective 4.2 Relocate with the assistance of REAF program.

Dislocated Worker Project - Planning and Management

COURSE OBJECTIVES LIST

UNIT III

Strategies for Education

Task 1: Assess skills, interests, and values to gain a more detailed understanding of the world of work and to make career choices.

Objective 1.1 Determine the need for additional assessment and knowledge of world of work.

Objective 1.2 Clarify skills, interests, and values through career counseling or career exploration workshops.

Objective 1.3 Make career choices or educational decisions based on skills, interests, values and career goals.

Task 2: Acquire basic math and English language skills or a high school diploma by completing an Adult Education or Adult High School program.

Objective 2.1 Assess basic skills in math and English language.

Objective 2.2 Acquire basic skills.

Objective 2.3 Complete the requirements for a high school diploma.

Task 3: Select and complete a high demand associate or diploma program.

Objective 3.1 Determine requirements and eligibility for admission to an educational program.

Objective 3.2 Satisfy admission requirements and compile enrollment procedures.

Objective 3.3 Complete requirements for a degree or diploma program.

Dilsocated Worker Project - Planning and Management

Course Objectives List (continued)

Task 4: Apply for academic credit for life/work experience.

Objective 4.1 Gain academic credit by formal examination.

Objective 4.2 Gain academic credit through "departmental evaluation."

Objective 4.3 Gain academic credit by assessment of skills acquired through previous experience.

Objective 4.4 Gain academic credit by transferring credit from another academic institution.

Task 5: Expand or update occupational skills by completing a continuing education course(s).

Objective 5.1 Determine the occupational skill(s) that require updating.

Objective 5.2 Select and enroll in an appropriate continuing education course.

Objective 5.3 Complete requirements for a continuing education course.

Dislocated Worker Project - Planning and Management

MEDIA LIST

<u>Unit No.</u>	<u>Module No.</u>	<u>Title</u>	<u>Description</u>
1	2	<u>Occupational Outlook</u> <u>Quarterly Spring Issue</u>	Magazine
1	2	<u>Megatrends</u> , by James <u>Naisbitt</u> . (New York, Warner, 1982)	Book
1	2	<u>Occupational Projections</u> <u>and Training Data U. S.</u> <u>Dept. of Labor</u> , annual	Book
1	2	<u>It's Never Too Late To</u> <u>Start Over</u> , by Jo Danna <u>Briarwood</u> , NY: Palcmino Press.	Book
1	3	<u>Stress: Are We Killing</u> <u>Ourselves?</u> ABC Learning Resources, 1979	Video- cassette
1	3	<u>Managing Stress</u> . CRM <u>McGraw Hill</u> , 1978	Motion Picture
1	5	<u>Employability Skills</u> <u>Program Modules 2&3:</u> <u>"Self Understanding"</u> Madison, WI, Wisconsin Vocational Studies Center, 1976.	Filmstrip cassette
1	5	<u>Occupational Outlook</u> <u>Handbook</u> , U.S. Dept. of Labor, annual.	Book
1	5	<u>Wisconsin Career Informa-</u> <u>tion System Volume I:</u> <u>Occupations</u> annual.	Book
1	5	<u>Career Information Center</u> <u>Vol. 1-13</u> , MacMillan, 1984.	Book

Dislocated Worker Project - Planning and Management

MEDIA LIST, continued

<u>Unit No.</u>	<u>Module No.</u>	<u>Title</u>	<u>Description</u>
2	1	<u>Telling Your Story On An Employment Application</u> Creative Research, 1975	Filmstrip Cassette
2	1	<u>Employability Skills</u> <u>Program Module 9:</u> "Finding Job Leads." Madison, WI, Wisconsin Vocational Studies Center, 1976.	Filmstrip Cassette
2	1	<u>Telesearch: Direct Dial</u> <u>the Best Job of Your Life</u> by John Truitt. New York: Facts-On-File, 1983.	Book
2	1	<u>Competency Skills: How</u> <u>to Write A Resume</u> White Plains, NY: Center for Humanities, 1979.	Slides Cassette
2	1	<u>Resume: A Tool For A</u> <u>Tool</u> Madison, WI: Wisconsin Job Service, 1979.	Filmstrip Cassette
2	1	<u>I Want To Work For Your</u> <u>Company</u> Barr Films, 1979	Motion Picture
2	1	<u>Tell Me About Yourself</u> <u>Roundtable</u> Films, 1976	Motion Picture
2	1	<u>Job Hunting: Secrets</u> <u>and Tactics</u> Kenosha, WI Gateway Technical Institute, 1979.	Video- cassette

Dislocated Worker Project - Planning and Management

MATERIALS/SUPPLIES LIST

<u>Resource No.</u>	<u>Quantity</u>	<u>Description</u>	<u>Unit/Module</u>
		Folders for handouts	
		Paper for note- taking	
		Pens or pencils	
		(assessments and tests)	

Dislocated Worker Project - Planning and Management

RESOURCE PERSONS AND ORGANIZATIONAL LIST

Job Service Labor Analyst

UW-Extension Consumer Specialist

Representatives from local social service agencies

VTAE District Wo/Men's Bureau Counselor

VTAE Adult High School counselor or coordinator

Representative for area Private Industry Council

VTAE Admissions Counselor

Dislocated Worker Project - Planning and Management

BIBLIOGRAPHY

Selected Readings on Dislocated Workers

- Ashley, William L. and Zahnister, Gale L. Helping the Dislocated Worker: Sample Programs. (Research and Development Series No. 243 B) Columbus, OH: Ohio State University National Center for Research in Vocational Education, 1984.
- Clark, Donald M. Dislocated Workers: A Challenge for Vocational Education. (Information Series No. 255). Columbus, OH: Ohio State University. National Center for Research in Vocational Education, 1983.
- Clark, Marilyn and Nelson, Judith. "Northwesterners Out of Work: Effects of Job Dislocation." Ideas for Action in Education and Work. Issue 8--May, 1983. Portland, OR: Northwest Regional Educational Lab.
- Connell, Janie B. and Ashley, William L. Helping the Dislocated Worker: Resources and Materials. (Research and Development Series No. 243 C). Columbus, OH: Ohio State University. National Center for Research in Vocational Education, 1984.
- Fedrau, Ruth. "Easing the Worker's Transition from Job Loss to Employment". Monthly Labor Review. 107(5) May, 1984, pp. 38-40.
- Hollenbeck, Kevin, ed. Displaced Workers: Implications for Educational and Training Institutions. Columbus, OH: Ohio State University. National Center for Research in Vocational Education, 1984.
- Kolberg, William H. The Dislocated Worker: Preparing America's Workforce for New Jobs. Cabin John, MD.: Seven Locks Press, 1983.
- Madonia, Joseph F. "The Trauma of Unemployment and Its Consequences." Social Casework: The Journal of Contemporary Social Work, October, 1983, pp. 482-488.
- Owens, Thomas R. and Clark, Marilyn. Job Loss and Its Effects on Dislocated Workers and Their Families. (Paper presented at the annual meeting of the American Educational Research Ass'n, April, 1984). Available from ERIC Document Reproduction Service ED 245-101.

Dislocated Worker Project - Planning and Management

BIBLIOGRAPHY (continued)

Rundle, Jaclyn and DeBlassie, Richard. "Unemployment in the Postindustrial Age: Counseling Redundant Workers." Journal of Employment Counseling 18(4) December, 1981, pp. 183-189.

Spaid, Robin L. and Parsons, Michael W. An Agenda for the 90's: Strategies and Tactics for Conducting an Effective Dislocated Worker Training Program. (Paper presented at the annual convention of the American Ass'n of Community and Junior Colleges, April, 1980). Available from ERIC Document Reproduction Services: ED 245-742.

Wegmann, Robert G. Reemployment Assistance for Laid-Off Workers. (Information Series No. 258). Columbus, OH: ERIC Clearinghouse on Adult, Career and Vocational Education, 1983.

Zahniser, Gale L. and Ashley, William L. Helping the Dislocated Worker: Planning and Community Services. (Research and Development Series No. 234 A). Columbus, OH: Ohio State University. National Center for Research in Vocational Education, 1984.

Dislocated Worker Project - Planning and Management

STUDENT PROGRESS RECORD

Name: _____

Social Security #: _____

Dislocated Worker Program: _____

Date Began: _____

Please check and date each component student has attended and completed:

___ Interviewed and screened by project personnel.

___ Completed application.

___ Attended orientation session.

___ Met with project personnel to develop reemployment plan.

___ Followed through with reemployment plan:

- ___ Enrolled and attended classes.
- ___ Enrolled and attended Job Club.
- ___ Placed in employer training.
- ___ Relocated.

___ Successfully gained employment:

Employer: _____
Location: _____
Position: _____
Salary: _____

A Module for the Educational Component of the Dislocated
Worker Project: Reemployment, Education Assistance Program

REAP

Section 4: Instructional Materials

Dislocated Worker Project - Instructional Materials

UNIT OVERVIEW

Unit No. 1

Title: Orientation to the Program

TASK: Provide qualified participants with the opportunity to develop strategies for coping with unemployment including the development of a plan for reemployment.

PREREQUISITES: Screening interview with staff.

ESTIMATED TIMES: One week (20 hours)

INTRODUCTION:

The orientation is provided to describe all of the options available to participants and to provide a supportive environment to explore those options. Not only are the participant's needs expressed, but one's family is given the opportunity to participate in the process.

OUTLINE:

Module No. 1	Overview
Module No. 2	Realities of the Labor Market
Module No. 3	Stress Management
Module No. 4	Family Support
Module No. 5	Career Assessment
Module No. 6	Reemployment Strategies

Dislocated Worker Project - Instructional Materials

Unit I

Unit No. 1 Title: Orientation

- Module No. 1 Overview
- Module No. 2 Realities of the Labor Market
- Module No. 3 Stress Management
- Module No. 4 Family Support
- Module No. 5 Career Assessment
- Module No. 6 Reemployment Strategies

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 1 - Overview

INSTRUCTOR'S GUIDE

The overview provides the opportunity to explain goals, objectives, focus, methods, teachers, speakers, and topics. Introduce yourself, past experience and expectations and requirements of the participants. Include housekeeping information; i.e., no smoking in the room, break times, coffee, bathroom locations, and any parking regulations.

As a start in forming a support group approach, request participants to provide a brief statement about their skills, experience, last place of employment, and what they hope to gain from this class. They may also share any frustrations about being here.

This is an opportunity to screen out inappropriate members in the group who may not be "dislocated workers" and to verbalize and identify frustrations and additional needs the project may be able to provide; i.e., child care, transportation, parking.

Finally, briefly explain roles of staff involved in the project and how participants can utilize them as a resource.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 1 - Overview

MODULE OVERVIEW

Task: Describe, in brief, the Dislocated Worker Program and give a description of the project offerings.

Estimated Time: 60 minutes.

Introduction: The session will orientate you to the Dislocated Worker Project program and the requirements for successful completion of the program and its various alternatives.

Outline:

1. Introduction of instructors, staff, participants
2. Requirements
3. Personal background

Performance Objectives:

- 1.1 Explain the objectives of the Dislocated Worker Project.
- 1.2 Describe participant rights and responsibilities.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 1 - Overview

STUDY GUIDE

Completed	Activity	Resource
_____	1. Attend lecture on overview of Dislocated Worker Project	1. Instructor
_____	2. Take notes on requirements and instructions for program participants	2. Instructor
_____	3. Participate in discussion on personal background and goals	3. Instructor/ Participants

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 2 - Realities of Labor Market

INSTRUCTOR'S GUIDE

Attention should be given to labor market trends as well as national economic and social trends as they affect employment. In this module, several sources for this type of information are listed.

Focus should then be given to the job outlook both nationally, regionally, and in your local area. A guest speaker from the local Chamber of Commerce, manufacturers' association or area employers may be helpful.

An approach to understanding the realities of the labor market, is to explore with participants the myths of employment such as:

- If you go to school and get a degree, you'll always find a job
- If you're a good worker, your employer will keep you until retirement
- You'll have one career in your lifetime
- The next job you get will be the last job you'll have to find

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 2 - Realities of the Labor Market

MODULE OVERVIEW

Task: Describe the realities of the labor market.

Estimated time: 60 minutes.

Introduction: The demand for specific occupations is continually changing. National social and economic trends as well as technological changes have an impact on the types of occupations that are in growing demand as well as those in decline. An awareness of these trends both nationally and locally is important in career planning. Likewise, myths surrounding employment must be clarified.

Outline: 1. National social, economic and employment trends
2. Local employment trends
3. Myths of unemployment.

Performance Objectives:

- 2.1 Describe national employment, social and occupational trends.
- 2.2 Describe current employment trends in the local area.
- 2.3 Explain myths of employment and unemployment.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 2 - Realities of the Labor Market

STUDY GUIDE

Completed	Activity	Resources
—	1. Attend lecture: Social economic and national employment trends	1. Instructor
—	2. Read information sheets [optional: Read <u>Megatrends</u> and/or <u>Occupational Projections</u>]	2. Information sheet: "Job Outlook in Brief" Reprint from <u>Occupational Outlook Quarterly</u> . Spring Issue. [optional: Naisbitt, John. <u>Megatrends</u> (New York: Warner, 1982).] [optional: U.S. Dept. of Labor. <u>Occupational Projections and Training Data: A Statistical & Research Supplement to the Occupational Outlook Handbook</u> . (Washington, D.C.: G.P.O., annual).]
—	3. Attend lecture: Local employment trends	3. Guest speaker (Wisconsin Job Service job analyst)
—	4. Attend lecture: Myths of employment and unemployment [optional: Read <u>It's Never Too Late</u>]	4. Instructor [optional: Danna, Jo. <u>It's Never Too Late to Start Over</u> . (Briarwood, NY: Palomino Press, 1984).]
—	5. Participate in discussion	5. Instructor/Participants

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 2 - Realities of the Labor Market

INFORMATION SHEET

"Job Outlook in Brief" Reprint from Occupational Outlook Quarterly.
Spring issue.

[Note: "Job Outlook in Brief" appears annually in the spring issue of Occupational Outlook Quarterly. Instructor should provide copies from latest available issue.]

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 3 - Stress Management

INSTRUCTOR GUIDE

How unemployment can intensify anxiety and stress, the possible impact of stress on physical and mental health and in interpersonal relationships are some of the topics in this module. The instructor should provide both instruction and counseling support to allow participants to identify stress producing situations and stress reducers that can be used for stress reduction. To encourage participants to try stress reduction techniques, this module suggests the use of a "contract" between participant and instructor under which the participant agrees to try at least one stress reducer.

It is also important that each participant be encouraged to discuss with other participants the personal feelings of anxiety caused by unemployment and its related problems. Audiovisual materials available in area libraries or technical institutes may be useful as a means of focusing and beginning discussion.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 3 - Stress Management

MODULE OVERVIEW

Task: Identify stressful activities and establish healthy stress management techniques.

Estimated Time:

Introduction: Activities in everyday life result in stress. Stress can be compounded by unemployment. The first step to reduce stress is to identify its causes. The next step is to identify activities that can reduce stress and finally to practice these.

Outline:

1. Causes of stress
2. Identification of stressful life situations
3. Coping techniques for stress management

Performance Objectives:

- 3.1 Identify personal activities engaged in since lay off that may produce stress.
- 3.2 Evaluate each activity as a potential stress reducer.
- 3.3 Identify positive options for coping with stress.
- 3.4 Practice stress reducing activities.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 3 - Stress Management

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Attend lecture on "stress" (optional: View videotape)	1. Instructor (Videotape: <u>Stress: Are We Killing Ourselves.</u> ABC Learning Resources)
_____	2. Complete worksheet	2. Worksheet: "Values Grid"
_____	3. Read Information sheets (optional: View motion picture)	3. Information Sheet: "Positive Ways to Overcome Stress" Information Sheet: "Life Stress Units" (Motion picture: <u>Managing Stress</u> CRM/McGraw-Hill)
_____	4. Complete Worksheet	4. Worksheet: "Values Grid: Evaluation/Contract"
_____	5. Participate in discussion on positive options for coping with stress	5. Instructor and other participants
_____	6. Complete "contract"	6. Worksheet: "Values Grid: Evaluation/Contract"
_____	7. (Optional: Read materials on stress management)	7. (Information sheet: Stress Resource List)

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 3 - Stress Management

VALUES GRID WORKSHEET

Actions reveal most clearly what a person values. If you are willing to spend your time and energy doing something, or consistently choose it over something else, you are probably revealing your values.

Beside the numbers in the chart below write 16 things you have done since you have been unemployed. The list does not have to be in order of importance. Include paid and nonpaid activities, things you do for pleasure, things that relate to finding work and leisure time activities.

On the following page is a list of seven stress related values. Write these topics in the spaces provided at the top of each successive column in the chart and then follow the directions for each one.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 3 - Stress Management

VALUES GRID: EVALUATION/CONTRACT

DS - developing a skill in any pursuit is a challenge. Indicate DS wherever you want to improve yourself.

E - exercise is essential for physical well being as well as mental health. Mark E for any activity that involves exercise.

R - which of these activities are a source of relaxation?

HH - some of your favorite things may be a health hazard. Mark HH for each one.

\$ - if it costs over \$5 mark it \$.

M/O - with whom do you enjoy doing each activity? M=Me or O=Others

Try to remember the last time you did it. How often since you have been unemployed have you done each of these activities?

VO - VERY OFTEN

S - SOMETIMES

HE - HARDLY EVER

MO - WANT TO DO MORE OFTEN

PERSONAL CONTRACT

I _____ will _____ at
least _____ a day beginning _____
until _____
DATE DATE

SIGNED

WITNESS

Adapted from Values Grid developed by Sidney Simon adapted by
Sandra Fowler-Hill 11/83.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 3 - Stress Management

INFORMATION SHEET

Positive Ways to Overcome Stress

1. Deal with the cause--if tension comes from your relationship with a person, talk out your differences. The longer you try to contain yourself, the more stress you'll build up. If tension comes from an unfinished task, restructure your priorities so you can get the responsibility out of the way.
2. Learn to pace yourself--You can't be in high gear all the time. Set goals and then reward yourself when you've reached them.
3. Realize your limits and plan around them--Don't take on more than you can handle. Tackle tasks in order of urgency.
4. Learn flexibility and accept imperfection--Go easy on yourself. You can't pay attention to all areas of your life at the same time.
5. Talk out your troubles--Learn to talk things over with someone you trust. It releases pressure and makes you feel better.
6. Develop a positive and outgoing disposition--If you look at the bright side of things and beyond yourself, you won't concentrate on failure.
7. Learn to distance yourself--When involved in a heated argument, stop and ask yourself, "Is this something really worth fighting for?"
8. Make the most of your time--Learn to delegate.
9. Streamline your work procedures--Break down big jobs into small components.
10. Plan for change--Coping with the unexpected is always a great source of stress. Try to predict change in some cases and reduce the shock.
11. Don't fight the inevitable--Accept what you cannot change.
12. Eat sensibly and get plenty of rest--Don't let your body run down; things look worse than they really are.
13. Exercise--A physical workout is a great tension releaser.
14. Get away from it all--Take sometime each day to be quietly by yourself.
15. Have fun.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 3 - Stress Management

LIFE STRESS UNITS

LIFE EVENT	MEAN VALUE
1. Death of spouse	100
2. Divorce	73
3. Marital separation	65
4. Jail term	63
5. Death of close family member	63
6. Personal illness or injury	53
7. Marriage	50
8. Fired at work	47
9. Marital reconciliation	45
10. Retirement	45
11. Change in health of family member	44
12. Pregnancy	40
13. Sex difficulties	39
14. Gain of new family member	39
15. Business readjustment	39
16. Change in financial state	38
17. Death of close friend	37
18. Change to different line of work	36
19. Change in number of arguments with spouse	35
20. Mortgage over \$10,000	31
21. Foreclosure of mortgage or loan	30
22. Change in responsibilities	29
23. Son or daughter leaving home	29
24. Trouble with in-laws	29
25. Outstanding personal achievement	28
26. Spouse begin or stop work	26
27. Begin or end school	26
28. Change in living conditions	25
29. Revision of personal habits	24
30. Trouble with boss	23
31. Change in working hours or conditions	20
32. Change in residence	20
33. Change in schools	20
34. Change in recreation	19
35. Change in church activities	19
36. Change in social activities	18
37. Mortgage or loan less than \$10,000	17
38. Change in sleeping habits	16
39. Change in number of family get-togethers	15
40. Change in eating habits	15
41. Vacation	13
42. Christmas	12
43. Minor violations of the law	11

*Work of Thomas Holmes and Richard Rahe

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 3 - Stress Management

STRESS RESOURCE LIST

Listed below are some of the many books on stress that may be available at your local library. Some are more technical than others. There are several different philosophies on stress and stress management represented among these authors. You will likely find that one method of handling stress works best for you. Read and explore in these books and from among the many other books and articles available until you find what works best for you.

Anderson, Robert. Stress Power: How to Turn Tension into Energy. New York: Human Sciences Press, 1978.

Benson, Herbert. The Relaxation Response. New York: Avon, 1976.

Cooper, Cary L. Stress Check: Coping With the Stresses of Life and Work. Englewood Cliffs, NJ: Prentice-Hall, 1980.

Friedman, M. and Rosenman, R. Type "A" Behavior and Your Heart. New York: Fawcett, 1981.

Girdano, Daniel and Everly, George. Controlling Stress and Tension: A Holistic Approach. New York: Prentice-Hall, 1979.

Goldberg, Phillip. Executive Health: How to Recognize Health Danger Signals and Manage Stress Successfully. New York: McGraw-Hill, 1979.

Jacobson, Edmund. You Musc Relax. New York: McGraw-Hill, 1978.

Kinzer, Nora Scott. Stress and the American Woman. Garden City, NY: Anchor, 1979.

Lakein, Alan. How to Get Control of Your Time and Your Life. New York: New American Library, 1974.

Mackenzie, R. Alec. The Time Trap: How to Get More Done In Less Time. New York: AMACOM, 1972.

McQuade, Walter and Aidman, Ann. Stress: What It Is, What It Can Do To Your Health, How To Fight Back. New York: Bantam, 1975.

Mills, James. Coping With Stress. New York: Wiley, 1982.

Dislocated Worker Project - Instructional Materials

Pelletier, Kenneth. Mind as Healer, Mind as Slayer: A Holistic Approach to Preventing Stress Disorders. New York: Dell, 1977.

Ryan, Regina and Travis, John W. Wellness Workbook: A Guide to Attaining High Level Wellness. Berkeley, CA: Ten Speed Press, 1981.

Selye, Hans. The Stress of Life. New York: McGraw-Hill, 1978.

Selye, Hans. Stress Without Distress. New York: Harper & Row, 1975.

Shaffer, Martin. Life After Stress. New York: Plenum, 1982.

Shealy, Norman. 90 Days to Self Health. New York: Dial, 1977.

Stroebe, Charles. QR, the Quieting Reflex. New York: Putnam, 1982.

Warshaw, Leon J. Managing Stress. Reading, MA: Addison-Wesley, 1979.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 4 - Family Support

INSTRUCTOR GUIDE

For this module, the instructor acts as a facilitator in a group discussion in which the participants share their stress reducer activities with their family. Family members may be invited to attend this session and participant in identifying major family concerns and share strategies for adjustment.

Guest lecturer(s) may be invited to discuss emotional adjustments as well as practical budgeting and other coping methods.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 4 - Family Support

MODULE OVERVIEW

Task: Describe the impact of unemployment on family members and the agencies available to provide assistance.

Prerequisite: Module No. 2.

Estimated time:

Introduction: The impact of unemployment on the family is often very damaging. The support needed to survive a major crisis such as unemployment needs to occur at many levels. School, church, and community agencies attempt to provide some of this support, but the primary support agent must be the family.

- Outline:**
1. Personal concerns arising from unemployment
 2. Family concerns arising from unemployment
 3.
 - a. Budgeting
 - b. Changes in lifestyle
 - c. Sense of helplessness
 - d. Tension at home
 - e. Effects on children
 - f. Emotional problems and anxieties
 4. Support Agencies

Performance Objectives:

- 4.1 Describe the impact of unemployment on one's family.
- 4.2 Identify financial, emotional and health needs.
- 4.3 Describe practical economic survival techniques or methods.
- 4.4 Identify local agencies and services available to the unemployed.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 4 - Family Support

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Complete worksheet	1. Worksheet: "Concerns That Affect Unemployed"
_____	2. Participate in discussion: "Methods of coping"	2. Participant/family members, instructor
_____	3. Read Information Sheet	3. Information sheet: "Adult Decisions: Dollars and Sense"
_____	4. Attend lecture: Financial Strategies	4. Speaker: UW-Extension
_____	5. Read Information Sheet	5. Information sheet: "Local Agencies and Services Available to the Unemployed"

OPTIONAL:

Unemployment: A Guide Through the Darkness, Racine, WI, WI Job Service, Work Incentive Program

Community Services Directory for Kenosha County, United Way, Kenosha County

Directory of Human Services for Racine County, Racine County Planning Council

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 4 - Family Support

WORKSHEET: CONCERNS THAT AFFECT UNEMPLOYED

I. A checklist of considerations for the person who finds oneself unemployed.

- | | |
|---|--|
| 1. Maintenance: day to day living
Food _____
Clothing _____ | 6. Health Concerns:
Doctor appointments _____
Dentist checks _____ |
| 2. Household costs:
Rent, mortgage _____
Utilities _____
Fuel _____
Upkeep _____
Laundry _____ | 7. Insurances:
Life _____
Health _____
Car _____
Household _____ |
| 3. Transportation needs:
Car - gasoline _____
Longer distances _____
Car maintenance _____ | 8. Taxes:
Property _____
Personal _____ |
| 4. Education needs:
Short term _____
(career update) _____
Long term _____
(career change) _____ | 9. Immediate emergencies:
Appliance repair, etc....

_____ |
| 5. Leisure:
Weekly _____
Travel _____ | |

II. CHILDREN'S concerns need to be added when they are not included in the considerations already mentioned.

1. Maintenance
2. Education
3. Leisure
4. Medical needs

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 4 - Family Support

INFORMATION SHEET: ADULT DECISIONS

Dollars and Sense Series #3

What do you do with your money? Does it rule you, or do you rule it? How can you use your money wisely? The answer is budgeting.

I imagine you have heard the word budget before, but do you think of it as a technique that can help you become the master of your financial life? Just what is a budget? Well, it is a means of planning for the income you receive and how you will spend it. Setting up a budget is a way to manage your money more efficiently.

Budgeting is planning, involving short term and long term goals. Short term refers to income you allot for daily living expenses. You are probably aware that there are certain expenses people have which are fixed. These are all called regular expenses. In addition, you have unexpected or emergency expenses and long term goals for future spending for which you should plan in advance.

Budgeting involves decision making and setting priorities. You will have to decide what things are most important to you when you are planning how to spend your income or money.

Why do you need a budget? Here are some reasons.

REASONS FOR HAVING A BUDGET

1. It helps guide your decision on how and what to purchase.
2. It serves as a tool which will enable you to make better decisions for yourself and family.
3. It serves to put money and its proper use into perspective.
4. It helps you see where you are and where you can go financially.
5. It may help to strengthen your economic security.
6. It can teach you the value of money.
7. It teaches you discipline, to spend wisely--not foolishly.

These are just some of the reasons everyone should have a budget. Once you have accepted the idea of planning your expenditures, you will have to decide how and in what way.

Let's take a look at one method you may want to use. Remember, it is not the easiest thing to do. It takes time and willpower.

Dislocated Worker Project - Instructional Materials

THINGS TO DO WHEN PLANNING A BUDGET

1. The actual amount of money you receive. If it is income, do not plan around the money you make, but what you take home.
2. Your regular expenses. These are items that you know will have to be paid for regularly.
3. The period of time for which you want to budget. Will it be a week, a month, or longer?
4. Everything you spend money on does not have to be included; for instance, a surprise gift for someone or a treat for yourself.
5. Do not plan your budget so tightly you have no money available for fun.

Now that you have some idea of what should be included in a budget, here's how to go about setting one up. Remember, your budget reflects you, it is your conscience.

YOUR BUDGET

1. Put down all wages and other monies you receive.
2. List all the expenses you will have to meet during one period you have determined to follow. Items you may want to include are clothing, food, housing, transportation, insurance, personal, savings and miscellaneous.
3. Record your actual expenses over a period of time. For example, if you choose to have a weekly budget, keep track of what you spend in that period of time.
4. Decide how much money you can save in a given period of time. Itemize this also.
5. Be sure to include your long-term goals.

Dislocated Worker Project - Instructional Materials

SAMPLE BUDGET

Expenses	Weekly	Monthly
Rent		
Food		
Car		
Insurance		
Clothing		
Medical		
Personal		
Savings		
Entertainment		
Education		
Miscellaneous		
TOTAL		

Dislocated Worker Project - Instructional Materials

THINGS TO REMEMBER WHEN BUDGETING

1. If enough money is not available for savings, perhaps this might motivate you to get a part-time job.
2. If your budget exceeds your income, you will have to cut back or take action, such as getting a job, to budget successfully.
3. Because you really don't know exactly where your money goes, do not be disappointed if your first attempt at budgeting doesn't work out. Keep at it until you are satisfied.
4. If you are an impulse buyer, a budget will help deter you from making unwise and unnecessary purchases.

TOPICS FOR DISCUSSION

1. What do you feel is the most important reason for having a budget? Of what value is it?
2. If someone laughs at you when they find out you have a budget and tells you it will never work, what would you say to them?
3. What would you do if you needed immediate dental work and car repairs done at the same time?
4. Should all individuals have the same kind of budget?

Author: Barbara D'Onofrio, Specialist, Community Resource Development
Program Coordinator: J. Mitchell Mackey, Youth Development Specialist,
Youth Development 4-H Programs
University of Wisconsin-Extension, Madison, WI 53706

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 4 - Family Support

INFORMATION SHEET

Local Agencies and Services Available to Unemployed

[Note: This list should be locally developed and may include the following:]

Employment Agencies

Educational Institutions and Programs

Family Counseling/Support Agencies

Public Assistance Agencies

Legal Services

Health Services

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 5 - Career Assessment

INSTRUCTOR'S GUIDE

It is important for the instructor to explain the career planning process and its components. Included in this process is providing the opportunity for each participant to assess skills and interests and relate these to career choices. Several assessment instruments are suggested in this module. However, an instructor may select any instrument that can be easily administered, scored and interpreted. The tests suggested in this module include:

Adult Basic Learning Examination (ABLE)
(New York: Psychological Corp.)

Harrington-O'Shea Career Decision Making System
(Circle Pines, MN: American Guidance Service)

Strong-Campbell Interest Inventory
(Stanford, CA: Stanford University Press)

Wisconsin Career Information Service (WCIS) Career Search
(Madison, WI: University of Wisconsin Vocational Studies Center)

Information about these and other tests can be found in Tests in Print III: An Index to Tests, Test Reviews, and the Literature on Specific Tests. (Lincoln, NE: University of Nebraska Press, 1983).

In the module, the goal of the first assessment section is to allow participants to identify their levels in basic skills: reading, spelling, and arithmetic. Results from these tests can be used not only in career selection, but also in the counseling process as a basis for referral to remedial or tutorial programs.

It is important to note that any "testing" situation may cause some anxiety in the participants. Therefore, it is important that the instructor carefully explain the purpose of the tests and their use in career planning as guides to selecting occupations or occupational cluster.

Information on specific career can be found in sources suggested in this module. However, only more "comprehensive" information services are listed. Many sources of information on specific career clusters or occupations are available. Instructors should check local libraries to develop a resource list.

Training and educational options should be explored with participants. Guest speakers may be invited to explain programs available through various agencies or institutions.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 5 - Career Assessment

MODULE OVERVIEW

Task: Develop an individualized career plan.

Estimated Time:

Introduction: Several components are necessary in developing a career plan: assessing abilities and interests, gaining information about careers and determining training or educational requirements necessary for specific careers. In this unit you will be given the opportunity to assess your basic skills and explore career options.

Outline:

1. Career Planning
2. Vocational Assessment
3. Career Information
4. Educational options

Performance Objectives:

- 5.1 Identify skills, abilities, and interests through appropriate occupational inventories or tests.
- 5.2 Locate occupational information about selected career.
- 5.3 Identify possible training options necessary to prepare for selected career.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 5 - Career Assessment

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Attend lecture: Elements of career planning	1. Instructor [Optional: <u>Employability Skills Program, Modules 2 & 3</u> <u>"Self-Understanding"</u> Madison, Wisconsin UW-Vocational Studies Center
_____	2. Complete test of basic skills	2. <u>Adult Basic Learning Examination (ABLE)</u>
_____	3. Complete interest inventory	3. One of the following: <u>Harrington-O'Shea Career Decision-Making System.</u> <u>Strong-Campbell Interest Inventory.</u> <u>Wisconsin Career Information System (WCIS)</u> <u>Career Search.</u>
_____	4. Evaluate and discuss results	4. Instructor Test Results
_____	5. Locate information on one or two careers of your choice	5. <u>Occupational Outlook Handbook, U. S. Dept. of Labor</u> <u>Wisconsin Career Information System, Vol. I: Occupations.</u> <u>Career Information Center. MacMillan, 1984. Volumes 1 - 13.</u> Information sheet: "Sources of Career Information"

Dislocated Worker Project - Instructional Materials

_____ 6. Compete Worksheet

_____ 7. Attend lecture on
training options

6. Worksheet: "Career
Choice"

7. Instructor or guest
speakers:
Adult High School
VTAE
Private Industry
Council

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 5 - Career Assessment

WORKSHEET: CAREER CHOICE

For the occupation you select, locate information to complete the sections below. Sources of information are listed on Information Sheet: "Sources of Career Information," or contact your local library.

TITLE OF OCCUPATION:

TRAINING REQUIREMENTS:

EDUCATIONAL REQUIREMENTS:

SALARY RANGE:

PROJECTED EMPLOYMENT DEMAND:

ADVANTAGES:

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 5 - Career Assessment

INFORMATION SHEET

Sources of Career Information

[Note: Local instructors should prepare a list of materials that are available to participants at or near their instructional site.]

Bly, Robert W. Dream Jobs: A guide to Tomorrow's Top Careers.
New York: Wiley, 1983.

Butler, Diane. Future Work: Where to Find Tomorrow's High-Tech Jobs.
New York: Holt, Rinehart & Winston, 1984.

Career Information Center. Volumes 1 - 13. New York: Macmillan, 1984.

Danna, Jo. It's Never Too Late to Start Over. Briarwood, NY: Palomino Press, 1984.

Occupational Outlook Handbook. Washington, D. C.: U. S. Dept. of Labor, annual.

Wisconsin Career Information System. Volume I: Occupations.
Volume II: Education. Madison, WI: Vocational Studies Center, annual.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation Module No. 6 - Reemployment Strategies

INSTRUCTOR'S GUIDE

This module provides participants with the opportunity to analyze again the REAP options in light of their interests, skills and career goals and to finalize their selection of an appropriate strategy. The instructor should discuss limitations of some options or their unavailability at a particular time. The instructor may wish to invite speakers to highlight each strategy or make use of brochures available from the local VTAE District and other educational institutions.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 6 - Reemployment Strategies

MODULE OVERVIEW

Task: Identify and select a reemployment, education assistance plan appropriate to career goals.

Estimated Time:

Introduction: REAP offers several strategies for assisting with reemployment. Many of these options have been briefly identified earlier. This module provides the opportunity for a more in-depth discussion of the purpose, requirements, eligibility and methods for pursuing these options.

Outline: 1. REAP options
2. Select reemployment strategies

Performance Objectives:

- 6.1 Describe the purpose of Job Club and the skills it provides for reemployment.
- 6.2 Describe "customized training" and how it may assist with reemployment.
- 6.3 Describe "on-the-job" training and how it may assist with reemployment.
- 6.4 Describe basic skill training and development and how it may assist with reemployment.
- 6.5 Describe the types of vocational, associate degree, and other types of educational programs that are available locally.
- 6.6 Describe the requirements for relocation for employment.
- 6.7 Select appropriate reemployment strategy.

Dislocated Worker Project - Instructional Materials

Unit No. 1 - Orientation
Module No. 6 - Reemployment Strategies

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
<u> </u>	1. Attend lecture: Job Club	1. Instructor
<u> </u>	2. Attend lecture: Customized Training	2. Instructor
<u> </u>	3. Attend lecture: On-the-job Training	3. Instructor
<u> </u>	4. Attend lecture: Basic Skills Development (Read brochures)	4. Instructor (Brochure: "GOAL/Adult High School)
<u> </u>	5. Attend lecture: Educational degree programs (Read brochures)	5. Instructor (Brochure/Catalogs: VTAE District Programs)
<u> </u>	6. Attend lecture: Relocation	6. Instructor
<u> </u>	7. Meet with instructor and select reemployment strategy	7. Instructor

Dislocated Worker Project - Instructional Materials

Unit II

OVERVIEW

Strategies for Immediate Reemployment and Training

GOAL: Provide assistance in obtaining immediate reemployment or reemployment skill training through relocation, job-seeking seminars, on-the-job training and other related job training programs.

PRE-REQUISITES: Completion of Orientation Unit.

ESTIMATED TIME: Varies depending upon selected option.

INTRODUCTION:

The Dislocated Worker Program has developed four key strategies to assist participants reach the goal of immediate reemployment in the unsubsidized labor market. Participants who choose to seek immediate reemployment may be given the opportunity to participate in at least one of four options: Job Club, customized training, on-the-job training, or relocation. The availability of one of these options is determined by the REAP grant proposal submitted by local Wisconsin Job Service.

Job Club provides training in job seeking skills. Review of posted listings, review of employer relations folders, and development of job contacts with potential employers will be carried out.

Employment counseling will be provided in the placement related training areas to assist individuals review opportunities appropriate to their skills. Emphasis will be placed on obtaining and retaining employment.

Employer listed on-the-job training will be provided through the use of employer outreach and on-the-job training sites. On-the-job training includes both skill upgrading and retraining. Customized training is designed or modified to meet specific needs of employer(s). It should be noted that availability of these options is dependent upon the number of participating employers and training slots that are available.

Relocation assistance may be available on a limited basis. This assistance is provided only if failure to do so would result in inability of the dislocated worker to relocate and if there is an absence of opportunities in the local area for the individual.

OUTLINE:

Module No. 1	Job Club
Module No. 2	Customized Training
Module No. 3	On-the-Job Training
Module No. 4	Relocation

Dislocated Worker Project - Instructional Materials

Unit II

Strategies for Immediate Reemployment and Training

Module No. 1 Job Club

Module No. 2 Customized Training

Module No. 3 On-the-Job Training

Module No. 4 Relocation

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 1 - Job Club

INSTRUCTOR'S GUIDE

Job Club consists of two components: an instructional component focusing on job seeking skills and an employment counseling component to motivate participants and facilitate the actual job search. Eligibility for participation in Job Club is usually thirty days. However, the period of time may be extended if funding agreements permit.

The first component, job seeking skills workshops, usually involves approximately forty hours of formal instruction. However, for participants who are unable to attend these sessions, the instructor may arrange shorter sessions of two to five hours in length, with each session devoted to a particular job seeking skill.

The employment counseling component comprises the remainder of the Job Club experience. The instructor or Job Club specialist assists the participant in locating and applying for jobs. Also, during this time, the instructor can continue to help the participants improve their job seeking skills by revising resumes, rewriting letters of application, and suggesting different methods for employment interviews. During this time, it is important for the instructor to utilize counseling skills to motivate participants to continue to seek employment. If the participant is unsuccessful in obtaining reemployment during the Job Club experience, counseling the participant into a retraining or educational program may be done.

This module, which is designed for use by participants, is an instructional plan for only the first component, the job skills workshop. However, the employment counseling phase is also of critical importance. Therefore, as an example of the types of activities that may be required of a Job Club instructor, a position description for "Job Club Specialist" has been included in Appendix A.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

MODULE OVERVIEW

TASK: Apply job seeking skills attained through Job Club to the job search.

ESTIMATED TIME: 30 - 90 days.

INTRODUCTION: Job Club provides the opportunities to improve job seeking skills while assisting participants find job openings. Participants attend a one week job seeking skills workshop. Following this, employment counseling will be available to assist in arranging job interviews. Counseling will also be available for those who wish to consider other immediate or long-term reemployment training options.

OUTLINE:

1. Introduction to Job Club Inventory
2. Job Application and Personal Sheet
3. Telephone for Job Contacts
4. Resume and Letter of Application
5. Employment Interviewing

PERFORMANCE OBJECTIVES:

- 1.1 Identify some of the things employers look for during the employment interview.
- 1.2 Complete a job application and develop a resume.
- 1.3 Write effective cover letters, replies and thank you letters.
- 1.4 Make telephone calls to potential employers to arrange for interviews.
- 1.5 Use effective employment interviewing techniques.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 1 - Job Club

STUDY GUIDE--DAY 1

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Attend lecture: Intro- duction to Job Club	1. Instructor
_____	2. Attend lecture: Personal Inventory/Applications	2. Instructor
_____	3. Complete Worksheet 1	3. Worksheet 1: "Personal Inventory"
_____	4. Complete Worksheet 2 [Optional: View filmstrip (13 mm)]	4. Worksheet 2: "Applications for Employ- ment" [Filmstrip: Telling Your Story on an Employment Application Creative Research Center, 1975]
_____	5. Participate in discussion of Applications	5. Instructor
_____	6. Begin Worksheet 3	6. Worksheet 3: "Job Contacts"

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 1 - Job Club

STUDY GUIDE--DAY 2

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Attend lecture: Job Leads/ Job Contacts [Optional: View Film- strip (15 mm)]	1. Instructor [Filmstrip: Employability Skills Series Module 9, "Finding Job Leads" Madison, WI: Wisconsin Vo- cational Studies Center, 1976]
_____	2. Attend lecture: Telephone Contacts [Optional: Read book by Truitt]	2. Instructor [Truitt, John. Telesearch: Direct Dial the Best Job of Your Life. New York: Facts-On-File, 1983.]
_____	3. Complete Worksheet 3	3. Worksheet 3: "Job Contacts"

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 1 - Job Club

STUDY GUIDE--DAY 3

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Give oral report on results of job	1.
_____	2. Attend lecture: Resumes and Letters of Applications	2. Instructor
_____	3. Read Information Sheet 1	3. Information Sheet 1: "Sample Resumes and Letters of Application"
	[Optional: View slides- (20 min.)]	[Slides: <u>Competency Skills: How to Write a Resume</u> White Plains, NY: Center for Humanities, 1979]
	[Optional: View film-strip (15 min.)]	[Filmstrip: <u>Resume: A Tool For A Tool</u> Madison, WI: Wisconsin Job Service, 1979]
_____	4. Begin writing personal resume and letter of application.	4.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 1 - Job Club

STUDY GUIDE--DAY 4

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Complete Resume and Letter of Application	1.
_____	2. Attend Lecture: Job Interviews [Optional: View Motion Picture]	2. Instructor [Motion Picture: I Want to Work for Your Company Barr Films, 1973] Tell Me About Yourself. Roundtable Films, 1976.]
_____	3. Role-play a job interview [Videotape]	3. [Optional: Video- tape camera and recorder]
_____	4. Critique interviews	4. [Optional: Video- taped interviews]

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

STUDY GUIDE--DAY 5

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Critique and discuss job interviews (continued)	1. Participant/Instructor
_____	2. Attend lecture: Employment Letters	2. Instructor
_____	3. Read Information Sheet 2	3. Information sheet 2: "Sample Letters"
_____	4. Write a follow-up letter	4. Participant
_____	5. Review telephone contact techniques	5. Participant
_____	6. Schedule future appointments with instructor	6. Instructor

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

WORKSHEET 1: PERSONAL INVENTORY

Name _____

Address _____

Telephone _____

Job Goals/Job Titles

1. _____

2. _____

Work Experience/Summary

Employment Experience (Last Position First)

Title of Position _____

Starting Date _____ Ending Date _____

Name of Company _____

Address _____

Duties: 1. _____

2. _____

3. _____

4. _____

Special Accomplishments: (Awards, Commendations, Promotions, etc.)

Dislocated Worker Project - Instructional Materials

PERSONAL INVENTORY, continued

Employment Experience (Last Position First)

Title of Position _____

Starting Date _____ Ending Date _____

Name of Company _____

Address _____

Duties: 1. _____

2. _____

3. _____

4. _____

Special Accomplishments: (Awards, Commendations, Promotions, etc.)

(Complete this section for each job held.)

Education

High School _____

Location _____ Dates Attended _____ to _____

Date Graduated _____

Awards, Honors _____

Additional Training Beyond High School (On-the-Job Training,
Customized Trainee, Apprenticeships, etc.)

Type of Training _____

Location _____ Dates Attended _____ to _____

Certificate Received _____

Dislocated Worker Project - Instructional Materials

PERSONAL INVENTORY, continued

College/Vocational Technical Institute

Location _____ Dates Attended _____ to _____

Major _____ Minor _____ Degree _____

Scholarships, awards, honors _____

(Complete this section for each college attended.)

Personal Data

Military Service

Branch _____ Rank _____ Date _____

Military duties that may have civilian employment applications:

Leisure Activities/Hobbies _____

Willing to Travel _____ How Much _____

Willing to Relocate _____ Where _____

Health Record _____

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

WORKSHEET 2: APPLICATION FOR EMPLOYMENT*

Instructions

All questions must be answered COMPLETELY & ACCURATELY. If there is no answer to the questions, write in the word NONE or DRAW A LINE THROUGH THE SPACE. Please "PRINT".

Date: _____ Soc. Sec. No.: _____ Age: _____

Name: _____ Date of Birth: _____
Last First Middle

Present Address: _____
Street City State Zip Code

Lived at this address since: _____ Telephone: _____

Permanent Address: _____
Street City State Zip Code

Telephone: _____ Place of Birth: _____

Sex: _____ Age: _____ Height: _____ Weight: _____

Driver's License Number: _____ State: _____

Hobbies: _____

Clubs or Associations: _____

Will you submit to a physical examination? Yes ___ No ___ How many days have you been absent from work in the past year due to illness? _____

*Adapted from: Employability Skills Program. Module 7: "Personal Papers". Madison, WI: Wisconsin Vocational Studies Center, 1976.

Dislocated Worker Project - Instructional Materials

WORKSHEET 2, continued

EDUCATION AND TRAINING

Elementary School Attended:

Name: _____ City _____ State _____

Dates Attended: from _____ to _____ Highest Grade Completed _____

Junior High or Middle School Attended:

Name: _____ City _____ State _____

Dates Attended: from _____ to _____ Highest Grade Completed _____

High School Attended:

Name: _____ City _____ State _____

Dates Attended: from _____ to _____ Highest Grade Completed _____

Vocational School Attended:

Name: _____ City _____ State _____

Dates Attended: from _____ to _____ Course or Program _____

Additional Programs Taken: _____

Degree or Certificate: _____

College Attended:

Name: _____ City _____ State _____

Dates Attended: from _____ to _____ Course or Program _____

Additional Programs Taken: _____

Degree or Certificate: _____

For what position are you making application? _____

Have you ever been employed by this company? _____

If so, when? _____

Where? _____ What position? _____

WORKSHEET 2, continued

Is there any relationship between this job and the one for which you are applying?

WORKSHEET 2, continued

If you need more space, ask for additional sheets.

Occupation: _____ Position: _____

Dislocated Worker Project - Instructional Materials

WORKSHEET 2, continued

MILITARY INFORMATION

Branch of Service: _____

How long did you serve? _____ Are you in the Reserves? _____

Active: _____ Inactive: _____ What duties did you perform in the military service? _____

Date of discharge: _____ Type of discharge: _____

What kind of work are you now confident you can do satisfactorily? _____

What kind of work do you want immediately? _____

What extra-curricular activities did you participate in while in school? _____

Applicant's comments and additional information: _____

In case of emergency notify: _____

Address: _____

Telephone: _____ Relationship: _____

It is understood that any agreement entered into between the company and the undersigned is predicated upon the truthfulness of the statements herein contained, and I hereby authorize the company to verify the same. I understand that my final acceptance for employment is dependent on passing the necessary examination and requirements for employment.

Signature: _____ Date: _____

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

WORKSHEET 3 - JOB CONTACTS

Listed below are some of the sources, places, and methods for finding job leads that were discussed in this workshop:

- | | |
|--------------------------|---------------------------------|
| --Job Service | --Mail |
| --Newspapers | --Friends, Neighbors, Relatives |
| --Magazines and Journals | --Private Agencies |
| --Telephone Contacts | --Business Directories |

Assignment 1

By _____ (date), contact five (5) companies and/or businesses for employment. List company name, date of contact, person contacted, and source or method for job lead.

EXAMPLE

Company Name: Spenco Equipment Co.
Date of Contact: January 8
Person Contacted: Ms. Rhoda Smith, Personnel Office
Job Lead: Job Service

Assignment 2

By _____ (date), contact ten (10) companies and/or businesses for employment. List company name, date of contact, person contacted, and source or method for job lead.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

INFORMATION SHEET 1 - SAMPLE RESUMES

[Note to instructor: A number of sources are available for sample resumes. Two sources for sample resumes for entry level and technical positions are:

Resume Service. Resumes That Get Jobs. New York: Arco, 1981.

Shanaker, William F. Resumes for Technicians. New York: Arco, 1983.

A more advanced guide to resumes for professional-level positions is:

Dickhut, Harold W. The Professional Resume & Job Search Guide. Englewood Cliffs, NJ: Prentice-Hall, 1981.]

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 1 - Job Club

INFORMATION SHEET 2 - SAMPLE LETTERS

[Note to Instructors: In addition to cover letters and letters of application, other business letters that relate to employment might include follow-up letters, letter of thanks for interview or for a personal reference. Sample letters can be found in:

Poe, R. W. McGraw-Hill Handbook of Business Letters.
New York: McGraw-Hill, 1983.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 2 - Customized Training

INSTRUCTORS' GUIDE

Customized training refers to employer-linked training in which the curriculum, site, time, or method of delivering instruction is designed or modified to meet the specific needs of one employer, a group of employers, or an entire local industry. It is job skill training especially suitable for upgrading skills of participants in a relatively short period of training time.

Customized training requires close cooperation between Wisconsin Job Service, the local VTAE district, and local employers. Assessment of training needs, marketing of training program, program development, arranging training contracts, and evaluating the training programs are all pre-requisites to the success of the participants.

At least three types of customized training programs may be developed for displaced workers. Each of these programs require that specific training requirements and level of competence needed by the employer are identified.

Co-op Training - participants spend some time working at employer site and some time at the technical school.

Customized Pre-Employment Training - participants train for a specific skill required by an employer as a pre-requisite for employment. Training may be done at the employer site or at the technical school.

On-Site Training - participants are trained to use the equipment, tools and materials of one employer at the employer site.

In addition to upgrading or improving occupational skills, customized training sessions may also be available to improve basic mathematics, reading or communication skills of the participants. These skills may be essential pre-requisites for participants to be able to achieve the job skills required in the occupational training area.

In counseling participants about customized training, the instructor should be familiar with the customized training programs currently available, and the skill level of the participant. Assistance with placement in the training program, monitoring performance in the program, and assisting with job placement is also done.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 2 - Customized Training

MODULE OVERVIEW

TASK Acquire technical skills needed to perform a specific job by participation in a customized training program.

ESTIMATED TIME Varies according to training requirements.

INTRODUCTION

Customized training is an occupational training program developed in close cooperation with local business and industry. It is a short-term training program to provide you with the opportunity to upgrade or improve skills required for employment by a specific employer or group of employers. Before selecting the option it is important that you review with your instructor your present skills and interests so that an appropriate training program can be selected.

OUTLINE

1. Selecting customized training
2. Participation in customized training
3. Job search

PERFORMANCE OBJECTIVES

- 2.1 Identify a specific job skill required by an employer.
- 2.2 Select an appropriate customized training program.
- 2.3 Complete a customized training program.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 2 - Customized Training

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
<u> </u>	1. Meet with instructor (Job counselor) to review occupational interests	1. Instructor
<u> </u>	2. Determine types and availa- bility of customized training programs	2. Instructor
<u> </u>	3. Enroll in customized training program	3.
<u> </u>	4. Complete customized training program	4.
<u> </u>	5. Meet with instructor to begin employment search	5. Instructor

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 3 - On-the-Job Training

INSTRUCTORS' GUIDE

On-the-job training (O.J.T.) provides the opportunity for skill upgrading or job retraining at an employment site. The employer, subsidized by funds received under conditions of the Reemployment and Education Assistance Program provides both training and employment to the participant on a full-time basis.

Close cooperation between the Wisconsin Job Service, local labor unions, and area employers is needed to plan and design the on-the-job training experience. Local technical institutes may also provide assistance in the development of the program and in providing instruction for some training experience.

Oftentimes, the number of sites for on-the-job training is limited. Therefore, careful assessment of eligible participants' work records, attitudes, skill level, and interests is of vital importance to both the success of the trainees and continued cooperation of employers. The instructor, or job counselor, should maintain contact with the participant to monitor progress.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 3 - On-the-Job Training

MODULE OVERVIEW

TASK Acquire new occupational skills through participation in on-the-job training.

ESTIMATED TIME

INTRODUCTION

On-the-job training program allows you to acquire job skills while actually working at an employment site. The number of sites is limited. Therefore, careful screening of eligible participants is done to insure that the expectations of both the trainee and the employer are met.

OUTLINE

1. Selecting on-the-job training program
2. Participation in on-the-job training

PERFORMANCE OBJECTIVES

- 3.1 Identify occupational skills(s) that can be acquired through on-the-job training.
- 3.2 Select appropriate on-the-job training site.
- 3.3 Complete on-the-job training requirements.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 3 - On-the-Job Training

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
	1. Meet with instructor (job counselor) to review skill levels and occupational interests	1. Instructor
	2. Determine types and availability of on-the-job training slots	
	3. Enroll in on-the-job training program	

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 4 - Relocation

INSTRUCTORS' GUIDE

Funds to allow eligible participants to leave the local area to obtain employment elsewhere may be available. Providing such funds to participants usually requires that specific conditions be met, such as the absence of suitable employment for the participant in the local area, the participant has secured employment outside the local area, the participant does not have the financial resources to relocate.

Selection of this option requires the instructor or job counselor to work closely with the participant. Counseling may be given on the possible personal, family and economic impact of relocation. Instruction may be required on how to identify and select suitable areas for relocation and how to identify sources of job listings of potential employers. Finally, assistance may also be provided to plan all the steps required to move from the local area and relocate in another.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 4 - Relocation

MODULE OVERVIEW

TASK Secure suitable long-term employment by relocating to another labor market area.

ESTIMATED TIME

INTRODUCTION

Relocating to another area for employment requires careful evaluation and planning. In selecting this option, an assessment should be made of the possible impact of moving on your personal and family life as well as employment opportunities. The instructor or job counselor will work closely with you in developing a relocation plan.

OUTLINE

1. Selecting site
2. Locating employment
3. Planning the move

PERFORMANCE OBJECTIVES

- 4.1 Obtain suitable employment in another labor market area.
- 4.2 Relocate with assistance of REAP program.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training Module No. 4 - Relocation

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
<u> </u>	1. Meet with instructor (job counselor) to determine eligibility and requirements for relocation assistance	1. Instructor
<u> </u>	2. Read Information sheet	2. Information Sheet "Checklist for Selecting Relocation Sites"
<u> </u>	3. Locate sources for out-of-area job listings	3. Instructor; newspapers, trade journals, business directories
<u> </u>	4. Contact out-of-area companies	4.
<u> </u>	5. Obtain out-of-area employment	5.
<u> </u>	6. Read Information sheet	6. Information Sheet "Plan for Moving"
<u> </u>	7. Develop "Plan for Moving"	7. Instructor

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 4 - Relocation

CHECKLIST FOR SELECTING RELOCATION SITES

Evaluating a city or state before selecting a place to relocate is important in relocation planning. This checklist highlights some of the topics that you may wish to investigate before selecting a site. Information about various cities and states can be found in such books as:

Boyer, Richard and Savageau, David. Places Rated Almanac: Your Guide to Finding the Best Places to Live in America. Chicago: Rand McNally, 1985.

Shattuck, Alfred. The Greener Pastures Relocation Guide: Finding the Best State in the United States for You. Englewood Cliff, NJ.: Prentice-Hall, 1984.

Employment

- Wage level
- Unemployment rate
- Type of employment

Quality of Life

- Crime rate
- Recreation
- Pollution

Taxation Level

- Income tax
- Sales tax
- Property tax
- Personal property

Educational System

- Public schools
- Technical schools/
Junior colleges
- Colleges

Household Costs

- Home prices
- Rent
- Mortgage rates
- Energy

Health Sources

Climate

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Immediate Reemployment and Training
Module No. 4 - Relocation

PLAN FOR MOVING

Having a written plan for moving may mean avoiding problems or forgetting essential items. Arrangements will have to be made in both the city you are leaving and the city to which you are moving. This outline suggests some of the items that should be included in a plan for moving.

Mover

- Professional
- Do-it-yourself
- List of items to move
- List of items to leave

Disposing Unwanted Items

- Garage sale
- Donation

Schools

- Withdrawing
- Enrolling

Services

- Electric
- Gas
- Water
- Telephone
- Mail
- Newspaper

Financial Services

- Bank
- Savings and Loan
- Credit cards
- Insurance

Registration/Licenses

- Automobile
- Driver's

People to Notify/Change of Address

- Friends
- Relatives

Housing

- Landlord (Lease)
- Real Estate Agent

Dislocated Worker Project - Instructional Materials

Unit III

OVERVIEW

Strategies for Education

GOAL: Assist participants to identify, formulate, and pursue educational plan leading to reemployment.

PRE-REQUISITES: Completion of Orientation Unit.

ESTIMATED TIME: Varies depending upon selected option.

INTRODUCTION: In developing a plan for reemployment, participants may find the need to seek more formal education leading to a diploma or associate degree. With funds available through the Reemployment Education Assistance Program, dislocated workers may enroll in programs at their local Vocational, Technical, and Adult Education District that can lead to employment in a high demand occupation.

Assistance in selecting and meeting the requirements of educational programs is also available to participants:

- personal and vocational counseling to help participants to further define their levels of skills and interests as well as adjusting to a more academic environment.
- instruction in basic skills to meet entrance requirements for a particular program, including the requirement of a high school diploma.
- direction on how to apply past experience or life experience to the requirements of a particular program.

This unit provides a brief description of the various educational options. Local area social service public or private agencies may provide some of the educational and counseling programs described here. However, the emphasis in this unit is on those services and programs available through the local VTAE District. While modules are included for this unit for each educational option, no attempt has been made to make these modules instructional guides. Their purpose is simply to introduce both the instructor or job counselor and the REAP participant to the purpose and objectives of each option and suggest how these options may apply to a plan for reemployment.

OUTLINE:

Module No. 1	Career Counseling
Module No. 2	Adult Education/Adult High School
Module No. 3	High Demand Diploma or Associate Degree Programs
Module No. 4	Advanced Standing/Life Work Experience
Module No. 5	Continuing Education/Alternative Delivery Program

Dislocated Worker Project - Instructional Materials

Unit III

Strategies for Education

- Module No. 1 Career Counseling**
- Module No. 2 Adult Education/Adult High School**
- Module No. 3 High Demand Diploma or Associate Degree Programs**
- Module No. 4 Advanced Standing/Life Work Experience**
- Module No. 4 Continuing Education/Alternative Delivery Programs**

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 1 - Career Counseling

INSTRUCTOR'S GUIDE

Beginning with the Orientation phase of the Dislocated worker program, participants are expected to assess their skills and interests as part of the effort to develop a plan for reemployment. However, in planning for an educational program, participants may find a need for more extensive and intensive evaluation combined with career counseling to assist them in selecting career options and appropriate educational programs. This program focuses on programs offered by local VTAE District Wo/Men's Bureaus.

The Wo/Men's Bureau offers several programs of potential assistance to the dislocated worker, one of which is career search/development workshops. Usually providing six hours of classroom instruction, plus the option of additional personal counseling, the program addresses value clarification, skill assessment, interest inventory, and career decision making. Instructor or job counselors may refer participant to the Wo/Men's Bureau immediately following the Orientation session (Unit I), during or following the Job Club experience (Unit II), or following a work experience, job training experience (Unit II). Instructors should contact the local Wo/Men's Bureau which can supply brochures as well as detailed instructional guides for the programs they offer.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 1 - Career Counseling

MODULE OVERVIEW

TASK: Assess skills, interests, and values to gain a more detailed understanding of the world of work and to make career choices.

ESTIMATED TIME: Varies. Classroom programs usually 3 weeks (6 hours per day)

INTRODUCTION: Prior to selecting an educational degree or diploma program, further assessment of interests and skills as well as more knowledge of career opportunities may be desirable. Through such a program as career search/development workshops offered by the local VTAE Wo/Men's Bureau, you will be given the opportunity to explore in greater depth career options and educational programs that may meet your reemployment needs.

OUTLINE:

1. Enrolling in career workshop
2. Assessing skills and interests
3. Exploring career options
4. Selecting degree or diploma program

PERFORMANCE OBJECTIVES:

- 1.1 Determine the need for additional assessment and knowledge of the world of work.
- 1.2 Clarify skills, interests and values through career counseling or career exploration workshops.
- 1.3 Make career choices or educational decision based on skills, interests, values and career goals.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education
Module No. 1 - Career Counseling

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Determine need for and availability of career workshop	1. Instructor
_____	2. Enroll in career workshop	2. VTAE District Wo/Men's Bureau
_____	3. Identify: -Interests -Values -Skills -Past experiences	3. Workshop
_____	4. Explore career options	4. Workshop
_____	5. Select appropriate educational programs	5. Workshop

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education
Module No. 2 - Adult Education/Adult High School

INSTRUCTORS' GUIDE

During the skills assessment phase of the Orientation or during the Career Counseling option, participants are alerted by the instructor to their level of academic skill development. When these skill levels are matched to the requirements of a particular occupational or associate degree program, deficiencies in skill development may be noted and improvements or remediation may be necessary. In other instances, participants' successful completion of their educational plans may necessitate completion of the requirements for a high school diploma. In both instances, the local VTAE District can provide support through its adult education and adult high school programs.

Through GOAL (Goal Oriented Adult Learning) Centers and Adult Learning Centers, programs are offered to assist in skill development or remediation either prior to or during enrollment in an educational program:

Academic Preparation classes - designed for those planning to enroll in an occupational program and those who have a need for skill development involving reading, math, spelling and vocabulary, and communications.

Adult Basic Education - provides instruction in basic math and English literacy and also assists in preparing individuals to take the General Educational Development (GED) Examination to receive high school course equivalency.

Tutoring - provided to those who, having enrolled in an educational program, need assistance with course work.

Meeting the requirements for a high school diploma can also be done through the local VTAE District. Enrolling in adult high school programs or satisfying proficiency requirements by successfully passing GED tests are two ways to meet local requirements for a high school diploma.

Instructors or job counselors should contact their local VTAE District for detailed explanations.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education
Module No. 2 - Adult Education/Adult High School

MODULE OVERVIEW

TASK Acquire basic math and English language skills or a high school diploma by completing an Adult Education or Adult High School program.

ESTIMATED TIME Varies depending upon selected option.

INTRODUCTION

Skill assessment may reveal the need for improved skills in such areas of math, vocabulary, writing, reading, or spelling in order to successfully complete requirements for a degree or diploma program. In other instances, meeting the requirements for an adult high school diploma may be a necessary first step in your educational plan for reemployment. Adult Education or Adult High School programs, offered by your local VTAE District can assist you to meet these needs.

OUTLINE

1. Need for skill development or high school diploma
2. Enrolling in program
3. Completing program
4. Future planning

PERFORMANCE OBJECTIVES

- 2.1 Assess basic skills in math and English language.
- 2.2 Acquire basic skills.
- 2.3 Complete requirements for an adult high school diploma.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education
Module No. 2 - Adult Education/Adult High School

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Review need for skill improvement or high school diploma	1. Instructor Skill Assessment results
_____	2. Select and enroll in appropriate program (Adult Education; Adult High School)	2. VTAE District
_____	3. Complete requirement for selected program	3.
_____	4. Meet with instructor or job counselor to continue education or reemployment plan	4. Instructor; Reemployment plan.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 3 - High Demand Diploma or Degree Program

INSTRUCTORS' GUIDE

In addition to considering a participant's skills, interests, and aptitudes when selecting an educational program, instructors or job counselors should stress to participants the need to select diploma or degree programs that lead to "high demand" occupations. Participants are made aware in the Orientation session of the realities of the labor market. Included in the Orientation were sources of information in which high demand occupations are identified. An additional source of information is the local VTAE District's graduate follow-up surveys which identify, by occupational program, the number of graduates employed, the geographic area where employed, and average salaries.

Since "high demand" programs may have enrollment waiting lists, instructors should contact the Student Service division at their local VTAE District to determine availability of courses or programs. Student Services can also supply such items as:

- school catalog which includes a description of admission procedures and requirements
- occupational program brochures that briefly describe diploma and associate degree programs
- competency tests detailing the skills or tasks that must be acquired to successfully complete the program
- curriculum sheets that outline sequence of courses in a program and the cost for tuition, fees, etc.
- brochures describing services to special groups such as returning adults and students with special needs
- application forms

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 3 - High Demand Diploma or Degree Programs

MODULE OVERVIEW

TASK Select and complete a high demand diploma or associate degree program.

ESTIMATED TIME 18 - 72 weeks.

INTRODUCTION

Selecting, applying, and enrolling in a diploma or associate degree program takes time and preparation. VTAE Districts have procedures that must be followed when applying and enrolling. Some programs have entrance requirements or prerequisites. High demand programs may have waiting lists. Your instructor or VTAE admissions counselor can assist you with this process.

OUTLINE

1. Selecting high demand diploma or degree programs
2. Applying for program
3. Enrolling in program
4. Completing program

PERFORMANCE OBJECTIVES

- 3.1 Determine requirements and eligibility for admission to a diploma or associate degree program.
- 3.2 Satisfy admission requirements and complete enrollment procedures.
- 3.3 Complete requirements for a degree or diploma program.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 3 - High Demand Diploma or Degree Programs

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
_____	1. Meet with instructor and review educational plan.	1. Instructor
_____	2. Review occupational projections	2. Resources from Unit I, Module 2 "Realities of Labor Market"
_____	3. Read descriptive information about diploma or associate degree programs	3. VTAE diploma/associate degree brochures
_____	4. Read information on program requirements	4. Curriculum sheets Competency lists or certificates
_____	5. Read information on admission requirements	5. School catalog
_____	6. Schedule meeting with VTAE Admissions counselor	6. VTAE Admissions counselor
_____	7. Complete application form	7. VTAE District Application for Enrollment
_____	8. Enroll in selected program	8.
_____	9. Complete diploma or associate degree program	9.
_____	10. Seek reemployment	10.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 4 - Advanced Standing/Life Work Evaluation

INSTRUCTORS' GUIDE

In some cases, participants may be able to meet some of the requirements for an associate degree or diploma program by obtaining credit for past educational, life, or occupational experience. Instructors or job counselors should contact their local VTAE District to determine the methods participants may use to obtain advanced standing. In assisting participants to develop their education plans, the instructor may be able to refer participants to one or more of the following programs a District may offer for advanced standing.

Credit through examination - for some courses, credit may be awarded by successfully completing a written or performance examination developed by the local VTAE instructors. For other courses, the College Level Examination Program (CLEP) exams may be used as the testing instrument.

Credit for life/work experience - applicants develop a written report or portfolio documenting their occupational or life experiences that may be applicable to the competencies of a particular occupational program. This portfolio is then evaluated by instructors in the occupational program and the amount and type of credit to be awarded is then determined.

Credit for lower level or continuing education courses - credit or competencies acquired in a noncredit continuing education course or lower level courses may be matched and applied to the requirements of a higher level program (i.e., diploma credit applied toward an associate degree).

Transfer of credit from other institutions - credits earned at other educational institutions may be applied to the requirements of a particular VTAE program.

Dislocated Worker Project - Instructional Materials

Unit No. 2 - Strategies for Education Module No. 4 - Advanced Standing/Life Work Evaluation

MODULE OVERVIEW

TASK Apply for academic credit for life/work experience.

ESTIMATED TIME Varies depending upon option.

INTRODUCTION

Local VTAE Districts have several procedures or methods that allow you to match and apply past occupational, educational, and life experiences to the requirements of a diploma or associate degree program. Using these procedures may allow an earlier completion of your educational plan for reemployment.

- OUTLINE**
1. Selecting option for obtaining advanced standing
 2. Completing requirements for advanced standing
 3. Revising educational plan

PERFORMANCE OBJECTIVES

- 4.1 Gain academic credit by formal examination.
- 4.2 Gain academic credit through departmental evaluation.
- 4.3 Gain academic credit by assessment of skills acquired through previous experience.
- 4.4 Gain academic credit by transferring credit from other academic institutions.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education
Module No. 4 - Advanced Standing/Life Work Evaluation

STUDY GUIDE

Completed

Activities

Resources

1. Meet with VTAE Advanced Standing or Admissions counselor to determine method for achieving advanced standing

1. VTAE Advanced Standing or Admissions counselor

2. Select appropriate method for obtaining advanced standing:
-credit by examination
-credit for life/work experience
-credit for continuing education
-transfer of credit

- 2.

3. Complete requirements for advanced standing

- 3.

4. Review and revise as needed your educational plan

- 4.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 5 - Continuing Education/Alternative Delivery Programs

INSTRUCTOR'S GUIDE

Noncredit continuing education classes can provide participants with the opportunity to upgrade or improve their occupational skills. Whereas customized training is geared to the needs of specific employers, continuing education occupational classes are geared to providing skills applicable to specific occupations or job tasks.

Continuing education classes may have several advantages for participants:

- classes usually involve less training time than credit classes
- classes are scheduled during early evening and at night, thereby allowing participants to engage in other reemployment activities such as Job Club or relocation planning
- beginning date for these classes is usually more frequent than credit programs
- classes are often available at several different sites within a District making access more convenient
- skills or competencies acquired in these classes might be applicable for advanced standing in a diploma or associate degree program
- classes may be available using an alternative delivery method, such as, cable television, broadcast television or radio, thereby allowing participant to acquire skills at home

Instructors and job counselors should contact their local VTAE District to determine applicability and availability of continuing education classes. Reference to them should be considered when assisting participants develop their reemployment or educational plans.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 5 - Continuing Education/Alternative Delivery Programs

MODULE OVERVIEW

TASK Expand or update occupational skills by completing continuing education course(s).

ESTIMATED TIME Varies depending upon selected course.

INTRODUCTION

Noncredit continuing education classes offered through the local VTAE District may provide you with the opportunity to upgrade or improve occupational skills, thereby improving your chances for reemployment. A number of continuing education classes are offered at a variety of times, at various locations, and sometimes even by alternative methods such as television or radio. Consideration should be given to continuing education classes when developing your reemployment or educational plan.

- OUTLINE**
1. Determining suitability of continuing education.
 2. Enrolling and completing continuing education classes
 3. Revising or continuing reemployment plan

PERFORMANCE OBJECTIVES

- 5.1 Determine the occupational skills that require updating
- 5.2 Select and enroll in appropriate continuing education courses.
- 5.3 Complete requirements for a continuing education course.

Dislocated Worker Project - Instructional Materials

Unit No. 3 - Strategies for Education Module No. 5 - Continuing Education/Alternative Delivery Programs

STUDY GUIDE

<u>Completed</u>	<u>Activities</u>	<u>Resources</u>
	1. Review results of skill assessment and record of previous employment	1. Tests results from Unit I Orientation Module 5 "Career Assessment", or Unit III Strategies for Education, Module 1 "Career Counseling"
	2. Determine need for skill upgrading	2. Instructor
	3. Determine suitability of continuing education classes	3. Instructor
	4. Read continuing education class schedule	4. VTAE District Adult and Continuing Education office
	5. Enroll in continuing education class	5.
	6. Complete class	6.
	7. Review, revise, or continue each reemployment or educational plan	7.

APPENDIX
Dislocated Worker Project

Dislocated Worker Project - Appendix

JOB CLUB SPECIALIST - REEMPLOYMENT EDUCATION ASSISTANCE PROGRAM

PROGRAM DESCRIPTION

Position Summary

Under the general supervision of the SAS Supervisor, organizes, plans, presents, reviews, and coordinates Job Club to place REAP participants in employment. Uses behavioral job counseling methods to assess, teach, and direct groups of unemployed dislocated workers with specific barriers to employment. Assists dislocated workers in the development of job seeking skills such that reemployment in unsubsidized work is realized. Develops and manages the maintenance of Job Club data and the disposition of Job Club cases.

Mandated by Title III of the Job Training Partnership Act of 1983, the Reemployment Education and Assistance Program (REAP) is a federally-funded reemployment and training program designed to help dislocated workers reenter the labor force in unsubsidized employment. The position of Job Club Specialist in REAP requires exceptional organizational abilities and proficiency in behavioral modification techniques with groups of hard-to-place clients. Satisfactory job performance also requires knowledge of and compliance with Federal and State laws, rules, regulations, policies, and procedures regarding Equal Employment Opportunity.

Goals and Worker Activities

(65%)

- | | |
|---------|---|
| GOAL A | Implementation of specialized behavioral counseling and training processes utilizing the approved Job Club Method. |
| TASK A1 | Plans and coordinates the REAP Job Club's intake process, including selection criteria, recruitment methods, and Job Club Orientation sessions, to ensure the achievement of REAP objectives. |
| TASK A2 | Develops and maintains linkages with parties to the agreement and other community based organizations to provide for a team approach that enables Job Club participants to receive the supportive services necessary for participation. |
| TASK A3 | Schedules and presents Job Club Orientation sessions to explain Job Club activities and resources to new participants and to assess their need for supportive services. |

Dislocated Worker Project Appendix, continued

JOB CLUB SPECIALIST - REEMPLOYMENT EDUCATION ASSISTANCE PROGRAM
POSITION DESCRIPTION

(5%)

TASK A4 Develops and maintains optimum conditions for the acquisition of job seeking skills and employment by applying group dynamics and established Job Club behavioral modification techniques including modeling, rehearsal, positive reinforcement, immediate feedback, peer influence, sequential learning, rotation interaction, and directive, task-specific management.

(6%)

TASK A5 Reviews and assesses the employment strengths and barriers of individual clients, including family circumstances, participation behaviors, and previous paid and unpaid work history, to determine the disposition of individuals who remain unemployed after Job Club participation.

(10%)

TASK A6 Instructs and directs Job Club participants in accordance with Job Club procedures, program format, and behavioral counseling methods to enable clients to achieve the following measurable results:

-The demonstrated ability to analyze the personal and market value of paid and unpaid work experience and to organize the information in the written format for a Job Club resume;

-The demonstrated ability to identify a variety of job lead sources based on Job Club methods;

-The demonstrated ability to make effective telephone presentations to a prescribed number of prospective employers within a given day;

-The demonstrated ability to counter employer stalls and objections when marketing one's self by telephone and in person;

Dislocated Worker Project Appendix, continued

JOB CLUB SPECIALIST - REEMPLOYMENT EDUCATION ASSISTANCE PROGRAM
POSITION DESCRIPTION

-The demonstrated ability to formulate effective letters of inquiry and to reply to prospective employers;

-The demonstrated ability to interact constructively with Job Club peers preparatory to entering a similar situation as a member of the labor force;

-The demonstrated ability to follow conventional rules of dress and grooming required to apply for work directly from daily Job Club activities.

TASK A7

Conducts sessions for improving interviewing skills, standards of grooming and appearance, job stability, and work satisfaction by utilizing adult training and teaching methods, aids, and procedures.

(5%)

TASK A8

Establishes a productive, facilitative rapport for in exchange of information ultimately leading to job placement by application of behavioral counseling methods and positive regard for dislocated workers.

TASK A9

Periodically assesses participants' progress and attitude toward need for supportive services and refers clients during Job Club participation to appropriate organizational units and/or agencies and suitable job opportunities to increase the likelihood of reemployment.

TASK A10

Compiles up-to-date labor market data, job finding resources or concepts and applies or distributes to Job Club participants.

TASK A11

Makes timely reviews and analyzes reasons for dislocated workers' unsuccessful application of Job Club techniques to determine appropriate component or status for dislocated workers' continued participation in REAP.

(20%)

GOAL B

Management and administration of Job Club program.

Dislocated Worker Project Appendix, continued

JOB CLUB SPECIALIST - REEMPLOYMENT EDUCATION ASSISTANCE PROGRAM
POSITION DESCRIPTION

(15%)

- GOAL C Development and maintenance of systematic program documentation for program implementation.
- TASK C1 Documents results of Job Club participation on required forms, records, and reports to assure timely incorporation in clients' permanent records and inter/intra-agency distribution.
- TASK C2 Authorizes, computes, prepares, and submits forms and reports necessary according to established policy and procedures.
- TASK C3 Compiles and disseminates pertinent data with respect to placement and supportive services to enable Job Club participants to seek and retain appropriate employment.